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ABSTRACT

This manual provides a model for a transition plan for special needs learners in grades K-12. The model is divided into four stages of transition: (1) the awareness stage, K-6, in which students are introduced to occupations and develop a knowledge base; (2) the exploration stage, 7-10, in which students identify a career goal, investigate occupations, and develop preemployment skills; (3) the preparation stage, 10-12, in which students learn occupational and employability skills; and (4) the implementation stage, continuing education/employment. Each stage of the model includes the following: introduction, objectives, units of instruction, strategies, and resources. Two appendixes and attached materials comprise the greater part of the document: (1) a matrix lists school-to-work transition skills and relates them to the appropriate stage in which they are taught; and (2) descriptions of 52 sample curriculum materials include the author, title, publisher, presentation medium, and appropriate stage, unit(s) of instruction, and teaching strategies. Attached materials provide modules on checking, map skills, decision making, bill reading and paying, and apartment rental. Each unit provides some or all of the following: pretest with answers, teacher information, student information and activity sheets, and posttest with answers. (NLL)

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# Texas Transition Model:

## School to Work Transition Curriculum

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1988

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Jerry L. Wircenski, Project Director

# THE TEXAS TRANSITION MODEL

The Texas Transition Model graphically illustrates the special needs learner's - disadvantaged, handicapped, and limited-English proficient, expected development of vocational skills as they progress from kindergarten through 12th grade and assume a role in the workforce. Transition is defined as:

> "the movement from one state, stage or place to another, as from school to work and community living."

Transition should enhance economic and social independence upon graduation from secondary school. The transition process should allow the student to pass from a state of dependency to independence. During the years in school, learners are largely dependent upon parents for financial support, housing, food, discipline, and social behavior. They are also dependent upon the school for education, an orderly environment, discipline, and a social structure which models acceptable behavior patterns.

The home and school environments somewhat protect them from adulthood demands. Because no immediate need satisfies these demands, learners often finish public school without developing the skills and attitudes necessary to secure and keep employment, secure and maintain a residence, or develop positive social relationships. Therefore, need for a plan to provide this transition for the special needs learner is evident.

The Texas Transition Model condenses a transition plan for special needs learners in grades K through 12. The plan is designed to provide a set of learning experiences that will affect the awareness, understanding, and behaviors necessary for the transition from school to work. The model is not intended to be a rigid formula to be used exactly the same in every school or with every student. It is intended to be a flexible framework adaptable to the individual differences of the student, school, program, and community. The model is divided into four stages of transition:

1. The Awareness Stage: grades K through 6
2. The Exploration Stage: grades 7 through 10
3. The Preparation Stage: grades 10 through 12
4. The Implementation Stage: continuing education/employment

The Awareness, Exploration, and Preparation stages in the model include the following sections: Introduction, Objectives, Units of Instruction, Strategy, and Resources. Each begins with an Introduction which defines the stage and indicates the scope of activities included in that stage. The next section of the model states the Objectives in very broad terms; however, they are divided into more specific topics later in this guide. The objectives describe the kinds of behaviors which should be evident in a student at the end of the stage.

The list of Units of Instruction is designed to help the educator or administrator reach the objectives by identifying major areas of study to include in that stage. The Strategy section in each stage is a list of suggested methods and activities to use when teaching these units of instruction. Teaching strategies are only limited by imagination, but those suggestions are some that have proven effective in those particular units.

The final section, Resources will prove helpful to the educator who wishes to seek additional information, materials, speakers or personal assistance when implementing a transition plan. These suggested resources represent government and private organizations that are dedicated to the same or similar goals of this transition plan. The Resources section is expanded in the implementation stage.

The next sections of this guide overview the components of the transition model. Each section guides the reader through the steps of the model.

## AWARENESS STAGE

Introduction - The foundation of transition skills is laid first in the elementary grades. The focus of this stage is awareness of occupations and responsibilities in adult life. This awareness will often serve as a basis for relationships. For example, children are familiar with postal carriers, their uniforms, and duties. The person that delivers mail to them may become known as "Mr. Postman" or the "mail lady" instead of "that man" or "that lady." The awareness of the postal worker enables them to include the existence of the postal worker in their society and to consider a postal worker as a potential career. This is especially true when confronted with the question "What do you want to do when you grow up?" The response will depend largely upon their familiarity with the career as well as a "role model" relationship with someone in that career. The same would be true of a police officer, carpenter, etc.

Objectives - The objective of the awareness stage is to inform students of career options and responsibilities of adult life. This objective is reached most effectively by addressing three broad areas. The first area is a knowledge base, a set of facts concerning a broad selection of careers to which an elementary student could relate. (Example: construction worker rather than city engineer.) Next, the development of attitudes will lay the foundation for a sound work ethic and socialization skills. Finally, as students gain self understanding, they can consider career choices in terms of their own likes, dislikes, etc. (See Appendix A for a complete list of transition skills.)

The Units of Instruction blend basic academic skills with personal development. The personal development units concentrate on attitudes, management of personal resources, and decision making/problem solving skills.

The Strategies listed in the model resulted from many visits with Texas elementary school teachers. These strategies are the ones which have proven effective for this level of instruction. In addition, much of the curriculum in the Awareness Stage is easily integrated into regular academic units. For example, if a teacher is teaching subtraction skills, word problems can be included to apply the skill in a career setting. The teacher can point out how certain occupations such as carpenters depend on those skills and expand on that occupation.

The Resources listed in each stage are self explanatory. One suggestion for using the resource organizations in the Awareness Stage is to use a series of guest speakers representing a variety of occupations. This should provide a positive introduction to career areas.

## EXPLORATION STAGE

Introduction - Students in the Exploration Stage prepare to make a quality decision concerning an occupation using individual research, "hands on" activities, and assessment results. These activities are necessary for students who may identify a career goal before entering the Preparation Stage.

Objectives - As the model indicates, the program has three goals in the Exploration Stage:

1. To provide students a more realistic perception of the world of work and independent living

2. To allow students a means for matching occupation possibilities to their unique set of interests, abilities, needs, and involvements

3. To teach pre-vocational training skills such as interviewing for jobs, filling out application forms, fulfilling employee responsibilities, etc., so students may secure and keep entry level employment.

A combination of on-going assessment, classroom research, and exploration (hands-on) enables students to reach these goals. These three types of activities help students identify career goals and options and provide input for a plan that will prepare them for career choices. This preparation plan is the basis for the program option selected in the Preparation Stage in grades 10 through 12. On-going assessment during the Exploration Stage will provide invaluable input to the students and teachers that may well be the basis for a career goal selection. Assessment should include interest surveys, aptitude tests, and interviews with school counselors. Initial assessment will help the student consider interest aptitude and other trials when selecting career possibilities. (1) Knowing their interests and aptitudes should help students select a career area for research assignments. (2) For example, a student may enjoy working with carpentry tools and helping a parent in a carpentry workshop. If the assessment also shows an aptitude for carpentry, the student will likely choose to investigate that area. As the student progresses through the Exploration Stage, on-going assessments will monitor changes in interests, aptitudes, and abilities. A cumulative assessment should be given at the end of the Exploration Stage before students enter the Preparation Stage.

The Units of Instruction expand their scope in the Exploration Stage to include more specific research, hands-on learning, and pre-vocational units such as job interviewing and completing job applications. The pre-vocational units are especially important for those students who plan to enter a cooperative vocational program in the Preparation Stage, since these programs use certain entry level skills at the beginning of the program. (See Appendix A for a complete list of transition skills.)

Strategies - Much of the exploration of occupational options will be accomplished through classroom activities. As in the elementary years, some transition skills will be addressed by integrating the objectives into the basic academic units. A much larger number of the objectives, however, will be taught in lessons that address only the transition skills objectives. The curriculum may include entry level skills, generalizable skills, life-centered occupational skills, and basic academic skills.

The strategies in the Exploration Stage have been expanded to include "experiential" approaches such as simulation, job shadowing, and part-time employment. Experiential exploration will often use employers and/or community resources as part of a planned series of activities that let students observe or perform jobs to gain a variety of experience in different jobs. These experiences can provide important information gained only through hands-on involvement. The experiences will strongly influence a student's decisions concerning vocational preferences as well as develop self-esteem and self-confidence.

Community Resources - As in the Awareness Stage, these agencies and groups can be an excellent source for speakers. Also note that the school vocational counselor is included in this list. The counselor is important during the Exploration Stage as a service person, for vocational assessments, and for input as part of a coordinating "team." This "team" should also include the teacher, parents, business and community leaders and students (where appropriate).

## PREPARATION STAGE

Introduction - Ideally, students should have identified a career goal upon entering the Preparation Stage. Therefore, the training students receive during this stage is more specific and prepares them for either immediate job entry into that career area or for advanced training. Notice that this stage also includes the 10th grade. The overlap accomodates students who:

1. Are behind in grade level.
2. Are pursuing training that requires three years of preparation.
3. Need three years for preparation because of learning style.
4. Are economically disadvantaged and need an income supplement.

Objectives - Vocational programs offered in grades 10 through 12 are the most viable option for transition training in the Preparation Stage since they teach the skills and attitudes for which most employers are looking. Two types of vocational programs are available in this stage--pre-employment and cooperative. Both of these programs address the three skill areas: technical skills, employee skills, and independent living skills. The technical skills are taught either on the job (in a cooperative program) or in the lab/shop (in a pre-employment program), while the employee and independent living skills are generally taught in the classroom.

Units of Instruction - Job specific technical skills are vitally important in the Preparation Stage. These units will vary according to the career objective and vocational program in which students enroll. Many vocational programs can be modified to bring students to a desired level of preparation. For example, if students in auto mechanics class do not have the desire or ability to become a full service mechanic, they may elect to specialize in brake and hydraulic systems by concentrating on just those competencies. This would prepare them for immediate job placement and/or advanced training following high school. The other units of instruction listed on the model address employee skills and independent living skills. (See Appendix A for a complete list of transition skills.)

Strategies - The list of strategies in the Preparation Stage will keep the instructional program fresh, informative, entertaining and innovative. Note that some strategies are specifically designed for technical skills units, such as mock-ups and job sheets.

Community Resources - The list of resources becomes even more important in the Preparation Stage. Not only will these organizations or agencies provide input as guest speakers and counselors, but also many can provide contacts for part-time student employment during cooperative training or full-time employment after graduation.

## IMPLEMENTATION STAGE

Introduction - During the Implementation Stage, the student actually moves from secondary school to work and independent living. Any skills necessary for employment and independent living that have not been learned must be addressed now. For students still needing transition training, three options remain. They are:

1. Limited support.

2. Partial support.

3. Full support.

Objectives - Students have completed the transition from school to work when certain objectives have been met. Not only should the student find full time employment, but also employment should prove to be successful and continual. Even if companies go out of business, lay off workers, terminate workers, or move to another city, students should still possess the skills to find and secure new employment. Students should be contributing members of the community. They should be able to maintain a dwelling, develop positive social relationships, and demonstrate economic responsibility. A critical skill area in the Implementation Stage is the ability to access community resources. These government and community organizations provide additional training or support to students with deficit skills.

Units of Instruction - The list of the Units of Instruction in the Implementation Stage is similar to the list in the Preparation Stage. Students may need to continue or review technical skill units. Some students may need to strengthen certain areas where skills are weak. Still others may have altogether missed some of the units of instruction from previous stages. (See Appendix A for a complete list of transition skills.)

Community Resources - Those students still requiring suppport are classified into three groups (limited, partial, and full). To serve each of these groups, a careful review of community resources in the Implementation Stage provided three listings. Each resource was selected on the basis of its appropriateness and type of support. On the model, those three listings are identified as:

1. Resources Available for Limited Support.

2. Resources Available for Partial Support.

3. Resources Available for Full Support.

## SUMMARY

The Texas Transition Model identifies four stages of growth in which special needs learners move from school to work. During this time, the students develop a desired level of independence to live and work successfully on their own as productive members of their community. An outline of the transition process by stages is:

I. Awareness Stage - Students are introduced to occupations aroun them and responsibilities of adult life. Students develop elementary basic skills (reading, writing, math).

II. Exploration Stage - Students identify a career goal during this stage. They investigate occupations that appeal to them and experience activities included in those fields. On-going assessment records changes in career interests. Students develop pre-employment skills such as interviewing skills, completing an application form, etc. Basic skills are reinforced and developed.

III. Preparation Stage - Students learn technical skills for their identified career goal. In addition, job skills (employee relationships, communication, and independent living skills) are taught in the vocational classroom. Basic skills are reinforced and developed.

IV. Implementation Stage - The student enters immediate job placement or advanced training. Deficit skills are addressed through appropriate government and community organizations.

The flexibility of this model allows students freedom to pursue career goals and realize desired levels of independent living. Students are supported through each of these stages by parents, teachers, counselors, and local business and community resources. The overriding goal of the Texas Transition Model is to combine planning and support for a higher success rate for all of the special needs students in Texas.

# TEXAS TRANSITION

## AWARENESS STAGE
## K-6th GRADE

Career awareness developed in the elementary school years serves as the foundation for life-skills education and the development of transition skills. This foundation provides the skills from which the student builds transition skills and enlightens the student to his/her abilities, likes and dislikes.

This increased self-awareness and practice in comparing current skills to future plans is the initial step in learning to set goals and formulate achievement plans.

### Objectives

The primary objective of the awareness stage is to inform students of career options and responsibilities in adult life. The objective of this stage is obtained through activities, the development of attitudes and self-understanding, and the accumulation of a knowledge base that is integrated into the academic subject areas.

### Suggested Units of Instruction

Behavioral characteristics
Career options
Community resources
Computation skills
Employee characteristics
Good citizenship practices
Money and purchasing
Occupational knowledge factors
Oral communication skills
Personal health and safety
Problem-solving and critical-thinking skills
Reading skills
Writing skills

### Strategies

Art projects
Audio tapes
Chalkboard talk
Choral speaking
Crafts
Creative writing
Demonstrations
Drills
Experimentation
Field trips
Films
Games
Guest speakers
Handouts
Illustrated lecture
Lecture
Library assignments
Models
Music/songs
Posters
Reading groups
Reading/writing tasks
Skits
Storytelling
Team learning
Video cameras
Work centers
Workshop Way

### Community Resources Available

Adopt-a-School Programs
Association for Children and Adults with Learning Disabilities
Big Brothers and Big Sisters
Chamber of Commerce
Department of Human Resources
Department of Mental Health/Mental Retardation Family Counseling Unit (Central Intake)
Foster Grandparent Program
Foundations for specific groups including Epilepsy Foundation, Learning Disabled and Association for Retarded Citizens
Professional organizations
Service Corps of Retired Executives

## EXPLORATION STAGE
## 7th-10th GRADE

Transitional planning will help students entering the junior high school or middle school years explore the viability of certain occupations.

This stage of transitional programming includes a combination of classroom research and exploration (hands-on) activities. An on-going vocational assessment should include interest inventories, aptitude tests, interviews with school personnel and parents, as well as data from the classroom and exploration activities.

### Objectives

During the exploration stage, the goals of the program become three-fold:

*to provide the student with a more realistic preception of the world of work and independent living;

*to allow the student to begin matching occupation possibilities to his/her unique set of interests, abilities, needs and involvements; and

*to teach skills needed for the job interview, completing an application form, employee responsibilities, etc., so a student may secure and retain meaningful employment.

### Suggested Units of Instruction

Behavioral characteristics
Being a wise consumer
Business contracts and agreements
Career selection
Community resources
Computation skills
Employee characteristics
Good citizenship practices
Information-processing, problem-solving and decision-making skills
Job applications
Job interviews
Locating job openings
Maintaining a residence
Managing personal finances
Occupational knowledge factors
Oral communication skills
Personal health and safety
Reading skills
Researching companies, products, services and personnel
Writing skills

### Strategies

Art Projects
Choral speaking
Choose an assignment
Debate
Demonstration
Discussions
Drills
Essay reports
Field trips
Films
Games
Guest speakers
Handouts
Interview assignments
Job shadowing
Lecture
Low tone reading
Models
Notes
Partner reading
Part-time jobs
Posters
*Project Business*
Reading and logic problems
Reading and writing tasks
Role playing
Simulations
Skits
Team learning
Warm-up activities
Work centers
Work-study programs

### Community Resources Available

Adopt-a-School Program
Association for Children and Adults with Learning Disabilities
Big Brothers and Big Sisters
Chamber of Commerce
Council for Developmental Disabilities
Department of Human Resources
Foster Grandparent Program
Foundations for specific groups including Epilepsy Foundation, Learning Disabled and Association for Retarded Citizens
Department of Mental Health/Mental Retardation Family Counseling Unit (Central Intake)
President's, Governor's and Mayor's Committees on Employment of the Handicapped
Professional organizations
School vocational counselors
Service Corps of Retired Executives
Social Security Administration
Texas Department of Health
Texas Rehabilitation Commission

# PREPARATION STAGE
## 10th - 12th GRADE

During high school, students prepare to enter adulthood. Their education will prepare them for advanced training or immediate job entry.

Vocational programs teach and develop the skills and attitudes for which employers are looking. Most students, including special needs students, are best served in regular vocational programs. Some special needs students may benefit from programs specifically designed for special needs learners. On-the-job training can be coordinated by the student's counselor or vocational coordinator and a representative from the community.

### Objectives

Vocational programs generally are classified as either cooperative education or pre-employment programs. Pre-employment programs provide students with a comprehensive training experience in a simulated work environment at school. Cooperative education programs provide training and supervised work experience within the community. Both types of programs teach and develop job skills and independent living skills.

### Suggested Units of Instruction

Behavioral characteristics
Being a wise consumer
Business contracts and agreements
Career selection
Community resources
Computation skills
Employee characteristics
Employment tests
Good citizenship practices
Information-processing, problem-solving and decision-making skills
Job applications
Job interviews
Locating job openings
Maintaining a residence
Managing personal finances
Occupational knowledge factors
Oral communication skills
Personal health and safety
Reading skills
Researching companies, products, services and personnel
Writing skills

### Strategies

Aptitude testing
Class discussions
Competitive games
Demonstrations
Essay and research reports
Field trips
Films and tapes
Group project work
Guest speakers
Guided practice
Illustrations, posters, etc.
Individual counseling
Information sheets
Interest surveys and inventories
Job assignments
Job sheets
Leadership conferences
Lecture
Models and mock-ups
Panel discussions
Reading and writing assignments
Role play
Simulation
Student presentations

### Community Resources Available

Adopt-a-School Program
Association for Children and Adults with Learning Disabilities
Big Brothers and Big Sisters
Chamber of Commerce
Council for Developmental Disabilities
Department of Human Resources
Foundations for specific groups including Epilepsy Foundation, Learning Disabled and Association for Retarded Citizens
Department of Mental Health/Mental Retardation Family Counseling Unit (Central Intake)
President's, Governor's and Mayor's Committees on Employment of the Handicapped
Professional organizations
School vocational counselors
Service Corps of Retired Executives
Social Security Administration
Texas Department of Health
Texas Rehabilitation Commission

# IMPLEMENTATION STAGE
## CONTINUING EDUCATION
## EMPLOYMENT

The goal of transitional planning is a natural flow from school to work and community living. Participation in an educational program including transitional planning should improve a student's opportunity to gain successful and continual employment and to become a contributing member of society at a level of independence meeting his/her optimum potential.

At this stage, deficit skills are critically important because educational options and support services begin to narrow significantly. For those students who have not successfully completed the skills necessary for competitive employment, three options remain: limited support, partial support and full support.

Perhaps the most important skill area of this stage is the ability to access community resources, because this will be the key source for acquiring training and/or assistance in all other areas.

### Objectives

During this stage the student arrives at the conclusion of his/her transition from school to work. To complete this transition, the student should:

- gain successful, continual employment;
- possess the skills to seek and obtain new employment, if necessary;
- possess the skills to access community resources; and
- take his/her place as a contributing member of the community.

### Suggested Units of Instruction

Behavioral characteristics
Being a wise consumer
Business contracts and agreements
Career selection
Community resources
Computation skills
Employee characteristics
Good citizenship practices
Information-processing, problem-solving and decision-making skills
Job applications
Job interviews
Locating job openings
Maintaining a residence
Managing personal finances
Occupational knowledge factors
Personal health and safety
Reading skills
Researching companies, products, services and personnel
Writing skills

### Resources Available for Limited Support

Association for Children and Adults with Learning Disabilities
Closer Look Learning Disabled Teenline
Community colleges
Mainstream's Project Link
Private career counselors
Private employment services
Salvation Army
Texas Employment Commission
Texas Rehabilitation Commission
YMCA/YWCA

### Resources Available for Partial Support

AFL-CIO Department of Community Services
Association for Children and Adults with Learning Disabilities
Association on Handicapped Student Services Program in Post-Secondary Education
Closer Look Learning Disabled Teenline
Goodwill Industries
Job Training Partnership Act
Mainstream Project Link
Department of Mental Health/Mental Retardation
Salvation Army
Texas Rehabilitation Commission

### Resources Available for Full Support

Developmental Disabilities
Group home residential placement or remain with parents
Handirides
Department of Mental Health/Mental Retardation
Sheltered Employment/Enclaves in Industry

## APPENDIX A

Sample List of School to Work
Transition Skills

School to Work Transition Skills

| A | E | P | I | |
|---|---|---|---|---|
| | | | | **Communication Skills** |
| X | X | X | X | Speak clearly and articulately using correct grammar |
| X | X | | | Give or follow directions clearly and accurately |
| | | X | X | Make accurate reports of observations |
| X | | | | Communicate effectively by telephone |
| X | | | | Interpret and/or request clarification of oral and written instructions and directions |
| | X | | | Judge the temperament, mood, and intent of others |
| | X | | | Interpret non verbal actions |
| | X | | | Criticize without degrading or belittling |
| X | X | | | Give or accept praise |
| | X | | | Accept and acknowledge criticism and rejection |
| | | X | X | Demonstrate tact and poise when speaking in stressful situations |
| | | | | **Information Processing, Problem Solving and Decision-Making Skills** |
| | | X | X | Collect and organize data using libraries, business bureaus, civic and government organizations, professional and fraternal associations, and businesses |
| | | X | X | Analyze information, define problems, and identify possible solutions and alternatives |
| | | X | X | Reconcile conflicting demands and conflicts of interest |

Key: A = Awareness
E = Exploration
P = Preparation
I = Implementation/Continuing Education

| A | E | P | I | |
|---|---|---|---|---|
| | | | | **Reading** |
| | X | | | Read and comprehend newspapers, magazines, reports and memorandums |
| | | X | X | Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs |
| | | | | **Writing** |
| X | X | | | Write legibly, using correct grammar and spelling |
| | | X | X | Prepare business and personal letters |
| | | | | **Computation** |
| X | X | X | X | Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals |
| | X | X | | Use percentages, ratios, and proportions |
| X | X | X | | Use metric measurements in calculations and conversions |
| X | X | X | | Compare numerical values to determine ranges, averages, etc. |
| | X | X | | Interpret graphs, charts, and tables |
| | | | | **Behavioral Characteristics** |
| X | X | X | | Demonstrate self-confidence, attentiveness, and cooperativeness |
| X | X | X | | Be tactful, trustworthy, helpful, and considerate |
| X | X | X | | Demonstrate a sense of humor |
| X | X | X | | Demonstrate a respect for authority |
| X | X | X | | Demonstrate a sense of responsibility |
| X | X | X | | Demonstrate initiative, good judgment, and integrity |
| X | X | X | X | Demonstrate a positive self-concept |
| X | X | X | | Demonstrate realistic expectations |

| A | E | P | I | |
|---|---|---|---|---|
| X | X | X | | Present a neat, clean, and appropriate appearance |
| X | X | X | | Respect the rights and property of others |
| X | X | X | | Manage time effectively |
| X | X | X | | Anticipate consequences of personal actions |
| X | X | X | | React appropriately to aggressive behavior |
| | | | | **Occupational Knowledge Factors** |
| | X | X | | Identify occupations and professions through information sources and occupational and professional organizations |
| | X | X | X | Evaluate occupational apprenticeships and other training opportunities |
| | X | X | X | Investigate careers in government service including local, state, federal civil service occupations and active and reserve military programs |
| | | X | X | Evaluate education opportunities including college, vocational training, home-study programs, adult and life-long learning programs |
| | X | X | X | Assess the occupational outlook for high school drop outs, high school and technical school graduates, and college graduates |
| | | X | X | Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place |
| | | X | X | Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies. |

| A | E | P | I | |
|---|---|---|---|---|
| X | X | X | X | Assess personal aptitudes, abilities, interests, values, and needs |
| | X | X | | Determine an occupational preference and make a career choice based on assessment of needs |
| | X | X | X | Develop a career plan |
| | | | | **Locating Job Openings** |
| | X | X | X | Investigate the services of employment agencies |
| | X | X | X | Locate job openings through newspapers, personal contacts, and through direct contact with employers |
| | | | | **Research Companies' Products, Services, and Personnel** |
| | X | X | X | Identify a prospective employer's products and services |
| | | X | X | Determine key contacts within a prospective employer's organization |
| | | | | **Job Applications** |
| | | X | X | Prepare letters of inquiry or application |
| | | X | X | Compile a list of references |
| | | X | X | Prepare application forms |
| | | X | X | Apply for a social security card, work permit, and licenses |
| | | X | X | Prepare a resume |
| | | | | **Employment Tests** |
| | | X | X | Determine which type of employment tests a prospective employer administers |
| | | X | X | Prepare for common types of employment tests |

| A | E | P | I | |
|---|---|---|---|---|
| | | | | **Job Interviews** |
| | | X | X | Demonstrate an attitude appropriate for a job interview |
| | | X | X | Discuss prior work experiences, and personal, character, and job references |
| | | X | X | Discuss personal aptitudes with respect to a prospective employer's requirements |
| | | X | X | Document and discuss all training and education relevant to job openings |
| | | X | X | Discuss wages and salaries with a prospective employer |
| | | | | **Company Knowledge Factor** |
| | | X | X | Describe an employer's management structure |
| | | X | X | Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training |
| | | X | X | Demonstrate a knowledge of the employee's union, including its structure, dues, policies, mission, meetings and obligations |
| | X | X | X | Identify company career paths |
| | | X | X | Demonstrate a knowledge of safety and emergency procedures, and on-site health care services |
| | | X | X | Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc. |
| | | X | X | Demonstrate a knowledge of the procedures for requesting a raise |
| | | | | **Employee Characteristics** |
| | | X | X | Display motivation toward work |
| | | X | X | Adjust to changes in work conditions |

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| | | X | X | Tactfully accept or decline overtime work requests |
| | | X | X | Participate in work related social activities |
| | | X | X | Work effectively without supervision or with limited supervision |
| X | X | X | X | Maintain a good work attendance record |
| X | X | X | X | Follow directions correctly and complete assigned tasks |
| X | X | X | X | Ask questions when confused |
| X | X | X | X | Demonstrate a willingness to improve personal capabilities and acquire new skills |
| | | X | X | Be a productive employee |
| | | X | X | Work effectively as a team member and get along with other employees |
| | | | | **Managing Personal Finances** |
| | | X | X | Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts, direct deposit and automatic payment services, and financial counseling services |
| | | X | X | Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards |
| | | X | X | Prepare and maintain a budget |
| | | X | X | Evaluate life insurance programs and policies |
| | | X | X | Establish a credit record |
| | | | | **Maintaining a Residence** |
| | | X | X | Locate apartments and houses available for rent, lease, or purchase |
| | | X | X | Read and interpret rental agreements and leases |

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| | | X | X | Obtain renters or homeowners insurance |
| | | X | X | Obtain the services of utility companies |
| | | X | X | Calculate the cost of maintaining a residence |
| | | X | X | Be aware of the requirements and procedures for sub-leasing |
| | | X | X | Explain the rights and responsibilites of tenants |
| | | | | **Being a Wise Consumer** |
| | | X | X | Select and purchase an automobile, furniture, and other personal property |
| | | X | X | Select and purchase automobile insurance |
| | | X | X | Identify deceptive advertising practices |
| | | X | X | Identify reputable and disreputable businesses |
| | | X | X | Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts |
| | | X | X | Distinguish between civil and criminal charges |
| | | | | **Business Agreements** |
| | | X | X | Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen |
| | | X | X | Return defective merchandise to place of purchase |
| | X | X | X | Interpret sale prices |
| | | X | X | Use comparison shopping techniques |
| | X | X | X | Interpret unit pricing of food items |
| | | X | X | Identify prices which are fixed by law |

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|---|---|---|---|---|
| | | X | X | Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons |
| | | X | X | Make mail order and catalog purchases |
| | | X | X | Recognize the pricing techniques by small businesses and tradespersons |
| | | X | X | Use newspapers and other sources to sell personal possessions |
| | | | | **Personal Health and Safety** |
| | | X | X | Select a personal physician and dentist |
| X | X | X | X | Maintain a proper diet |
| X | X | X | X | Exercise safety procedures in the home |
| X | X | X | X | Maintain physical fitness |
| | | | | **Community Resources** |
| | X | X | X | Identify and describe community health related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc. |
| | | X | X | Identify and describe community family related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc. |
| | | X | X | Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc. |
| | | X | X | Identify and describe community legal and financial counseling and law enforcement services |
| | | X | X | Identify and describe community services such as recreation, transportation, employment, and emergency services, etc. |

| A | E | P | I |
|---|---|---|---|
| | X | X | X |
| | X | X | X |

**Good Citizenship Practices**

Discuss local, national, and world events

Assist other persons through participation in volunteer organizations

# APPENDIX B

## Sample Curriculum Materials Related To School to Work Transition Skills

Transition From School To Work
For Special Needs Learners
Suggested Curriculum Material

In conjunction with the "Transition From School To Work For Special Needs Learners" project objectives, a number of curriculum materials were reviewed.

The list of curriculum materials provided in this section are not exhaustive, they are only samples of the available curriculum materials written on the subject of transition from school to work.

Teachers and curriculum developers are encouraged to capitalize on the list provided in this section by reviewing other curriculum materials that are not included in this list.

The specific objectives of this section are:

1 - To assist teachers with the process of implementing school to work transition skills in the classroom.

2 - To aid teachers in developing and/or utilizing curriculum material to suit the needs of their students.

3 - To provide the teachers with an opportunity to establish the link between the various model stages and the available curriculum materials.

4 - To increase teachers awareness of the available curriculum materials that target special needs learners.

As the majority of the listed curriculum materials are applicable to more than one model stage (e.g., awareness and exploration), they will be listed in alphabetical order according to author's name.

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adams, Elaine/Carrington, Dorcas/Jeffers, Carol/Whitfill, Barry

**TITLE:** Ennis - Texas Tag: Volume I: Teacher Handbook - Orientation

**PUBLISHER:** Project FIT, Commerce Public Schools, Commerce, Texas

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Company Knowledge<br>Factors<br>Job Application | Lecture<br>Demonstration<br>Guided practice<br>Information sheets |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level Project

**TITLE:** The APL Series: Coping in Today's Society: Health II: Teacher's Manual

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York
1979

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation<br>Implementation | Personal health and safety<br>Community resources | Lecture<br>Films/tapes<br>Role play<br>Illustrations/posters<br>Individual counseling<br>Guest speaker |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level

**TITLE:** The APL Series: Coping in Today's Society: Occupational Knowledge: Teacher's Manual

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York
1979

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation<br>Implementation | Career selection<br>Locating job openings<br>Job applications<br>Job interviews<br>Employee characteristics<br>Occupational knowledge factors | Lecture<br>Reading/writing tasks<br>Class discussion<br>Role play<br>Guest speakers<br>Student presentation<br>Information sheets |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level Project

**TITLE:** The APL Series: Coping in Today's Society: Health I: Teacher's Manual

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York
1979

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Preparation<br>Exploration<br>Implementation | Personal health and safety<br>Community resources | Lecture<br>Illustrated lecture<br>Films/tapes<br>Illustrations/posters<br>Class discussion<br>Guest speaker |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level Project

**TITLE:** The APL Series: Coping in Today's Society: Community Resources: Teacher Kit

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Community Resources | Lecture<br>Information sheets<br>Essay |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level Project

**TITLE:** The APL Series: Coping in Today's Society: Government and Law: Teacher's Kit

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Good Citizenship practices | Lecture<br>Information sheets<br>Reading/writing assignments<br>Guest speakers<br>Competitive games<br>Student presentation |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Consumer Economics II: Teacher's Manual

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Managing Personal Finances | Lecture<br>Guided practice<br>Information sheets<br>Guest speakers |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Adult Performance Level Project

**TITLE:** The APL Series: Coping in Today's Society: Consumer Economics I: Teacher Kit

**PUBLISHER:** Harcourt Brace Jovanovich, Inc.
New York

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration | Being a Wise Consumer | Lecture<br>Information sheet<br>Role play<br>Field Trips<br>Competitive games |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Anema, Durlynn

**TITLE:** Get Hired: 13 Ways to Get a Job

**PUBLISHER:** Janus Book Publishers
Hayward, CA
1981

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation | Researching companies<br>Locating job openings<br>Job interviews | Lecture<br>Role playing<br>Discussion<br>Information sheets |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Anema, Durlynn

**TITLE:** Don't Get Fired: 13 Ways to Hold Your Job

**PUBLISHER:** Janus Book Publishers
Hayward, CA
1981

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation | Employee characteristics | Lecture<br>Information sheets<br>Class discussion<br>Role play |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Antill, Gene

**TITLE:** Marketing and D.E.: Curriculum Guide for Special Needs Students in Pre-Employment Lab and D.E. I: General Marketing

**PUBLISHER:** Houston Independent School District
Houston, Texas
1980

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation | Communication<br>Behavioral characteristics<br>Computation | Lecture<br>Class discussion<br>Role play<br>Illustrations, posters<br>Information sheets |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Aquarius People Materials

**TITLE:** Money

**PUBLISHER:** Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

**PRESENTATION MEDIUM:** Diskette (Apple) and Documentation

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation<br>Implementation | Managing Personal Finances | Lecture<br>Job sheets<br>Films/tapes<br>Role play |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Aquarius People Materials

**TITLE:** How to Get and Hold a Job

**PUBLISHER:** Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

**PRESENTATION MEDIUM:** Diskette (Apple) and Documentation

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Locating Job Openings<br>Job Interviews | Lecture<br>Illustration/posters<br>Films/tapes<br>Class discussion<br>Role play<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Aquarius People Materials

**TITLE:** Interviewing

**PUBLISHER:** Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

**PRESENTATION MEDIUM:** Diskette (Apple) and Documentation

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Job Interviews | Lecture<br>Information sheets<br>Films/tapes<br>Role play<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Aquarius People Materials

**TITLE:** Reading an Advertisement

**PUBLISHER:** Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

**PRESENTATION MEDIUM:** Diskette (Apple) and Documentation

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Being a Wise Consumer | Films/tapes<br>Information sheets<br>Competitive games<br>Field trips<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Aquarius People Materials

**TITLE:** Tips on Buying A Used Car

**PUBLISHER:** Aquarius
P. O. Box 128
Indian Rocks Beach, FL 33535

**PRESENTATION MEDIUM:** Diskette (Apple) and Documentation

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Being a Wise Consumer | Films/tapes<br>Information sheets<br>Role play<br>Field trips<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Boning, Richard A.

**TITLE:** Multiple Skills Series

**PUBLISHER:** Lowell and Lynwood, LTD.
958 Church Street
Baldwin, NY 11510

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Reading | Reading groups<br>Reading/writing task<br>Partner reading |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Brenner, Margaret M./McMahon, William C./Paris, Kathleen A./Roche, Michael P.

**TITLE:** Life Skills Attitudes On the Job

**PUBLISHER:** Educational Design, Inc.
47 West 13th Street
New York, NY 10011

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Employee Characteristics<br>Behavioral Characteristics | Lecture<br>Reading/writing assignments<br>Films/tapes<br>Role play<br>Class discussion<br>Individual counseling |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Canario, Jack and Mathias, MariLynne

**TITLE:** Help! First Steps to First Aid

**PUBLISHER:** Janus Book Publishers
2501 Industrial Parkway West
Haywood, CA 94545

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation<br>Implementation | Personal Health and Safety | Lecture<br>Discussion<br>Information sheets<br>Illustrations/posters<br>Guided practice<br>Simulation |

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THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Canario, Jack

TITLE: Be Ad-Wise: A Guide to Reading Ads

PUBLISHER: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Being a Wise Consumer | Lecture<br>Illustration/posters<br>Field trips |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Chan, Janis Fisher

**TITLE:** Getting Help: A Guide to Community Services

**PUBLISHER:** Janis Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Exploration<br>Preparation<br>Implementation | Community Resources | Lecture<br>Information sheets<br>Illustration/posters<br>Guest speakers<br>Field trips |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Chan, Janis Fisher

**TITLE:** Pay by Check: A Guide to Checking Accounts

**PUBLISHER:** Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Maintaining Personal Finances | Lecture<br>Information sheets<br>Role play |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Keeping A Job

PUBLISHER: Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, California 93612

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Employee characteristics | Lecture<br>Information sheets<br>Films/tapes<br>Role play |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Clovis Adult School

**TITLE:** Housing Needs

**PUBLISHER:** Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, California 93612

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Maintaining a residence | Lecture<br>Information sheets<br>Films/tapes<br>Class discussion<br>Role play<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Preparing a Budget

PUBLISHER: Clovis Adult School
914 Fourth Street
Clovis, CA 93612

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Managing Personal Finances | Lecture<br>Guided practice<br>Information sheets<br>Role play |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Clovis Adult School

**TITLE:** Legal Rights When Arrested

**PUBLISHER:** Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, CA

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Good citizenship practices | Lecture<br>Information sheets<br>Illustration/posters<br>Role play<br>Guest speakers |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Clovis Adult School

**TITLE:** Job Application

**PUBLISHER:** Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, CA 93612

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation<br>Implementation | Job Application | Lecture<br>Guided practice<br>Role play |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Hodgson, Karen A.

**TITLE:** Job Seeking Skills: A Curriculum and Guide

**PUBLISHER:** Vocational Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Preparation | Career selection<br>Communication skills<br>Locating job openings<br>Job application<br>Job interviews | Lecture<br>Information sheets<br>Films/tapes<br>Role play<br>Individual counseling<br>Guided practice |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Income Tax Related Terms (Skill area No. 1.6 - Objective No. 1.6.1)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Handouts<br>Games |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Completion of a W-4 Form (Skill area No. 1.6 - Objective No. 1.6.3)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Handouts<br>Games<br>Guest speakers |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc

**TITLE:** Money Handling: Preparation of a Federal 1040 A Income Tax Return Form (Skill area No. 1.6 - Objective No. 1.6.4)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Handouts<br>Guest speakers<br>Games |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Reading: Identification of the Alphabet Letters (Skill area No. 3.1 - Objective No. 3.1.1)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Reading | Chalkboard talk<br>Illustrated lecture<br>Lecture<br>Posters<br>Reading/writing tasks |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Statement of the Alphabet Letters (Skill area No. 3.1 - Objective No. 3.1.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness<br>Exploration | Reading | Lecture<br>Illustrated lecture<br>Reading/writing tasks<br>Posters<br>Chalkboard talk |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Proper Use of the Newspaper (Skill Area No.3.3-Objective 3.3.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Reading | Lecture<br>Illustrated lecture<br>Posters<br>Reading groups<br>Library assignments<br>Reading/writing tasks |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill are 1.1 - Objective 1.1.1)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

C1

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.2)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.3)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.4)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.5)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.6)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.7)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK FOR SPECIAL NEEDS LEARNERS SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.8)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.9)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Arithmetic Skills (Skill area No. 1.1 - Objective No. 1.1.10)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Computation | Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK FOR SPECIAL NEEDS LEARNERS SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Budgeting, Budget Related Terms (Skill area No.1.3 - Objective No 1.3.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard Talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Budgeting, Planning a Budget (Skill area No. 1.3 - Objective No. 1.3.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK FOR SPECIAL NEEDS LEARNERS SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Checking Accounts Related Terms (Skill area No. 1.4 - Objective No. 1.4.1)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Checking Accounts Signature Cards (Skill area No. 1.4 - Objective No. 1.4.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Checking Accounts Deposit Slip (Skill area No. 1.4 - Objective No. 1.4.3)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitaion Institute
University of Wisconsin - Stout
Menomonie, WI 54571

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

# THE TRANSITION FROM SCHOOL TO WORK
# FOR SPECIAL NEEDS LEARNERS
# SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Writing a Check (Skill area No. 1.4 - Objective No. 1.4.6)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

**AUTHOR:** Majic Valley Rehabilitation Services, Inc.

**TITLE:** Money Handling: Opening A Checking Account (Skill area No. 1.4 - Objective No. 1.4.8)

**PUBLISHER:** Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

**PRESENTATION MEDIUM:** Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Managing Personal Finances | Lecture<br>Illustrated lecture<br>Chalkboard talk<br>Games<br>Handouts |

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Writing the Alphabet

PUBLISHER: Materials Development Center
Stout Vocational Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

| APPROPRIATE FOR THE FOLLOWING | | |
|---|---|---|
| MODEL STAGE(S) | UNIT(S) OF INSTRUCTION | TEACHING STRATEGY |
| Awareness | Reading | Lecture<br>Illustrated lecture<br>Reading/writing tasks<br>Posters<br>Chalkboard talk |

## PRE-TEST - CHECKING

**DEFINE THESE TERMS:**

deposit-

withdrawal-

reconcile-

debit-

credit-

signature-

pay to the order of-

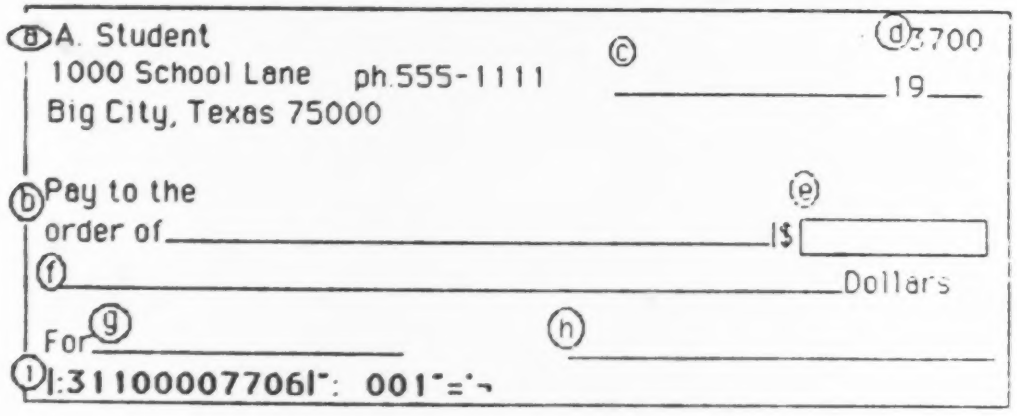
check register-

bank statement-

insufficient funds-

account balance-

**IDENTIFY THE LABELED PARTS OF THIS CHECK:**




a._____

b._____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

**WRITE CHECKS FOR THE FOLLOWING:**

1. Superstore Grocery for $56.21 on April 11
2. Video Mania for $13.19 on April 26

A. Student 3700
1000 School Lane ph. 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For _____ _____

⑈87652340874⑈ ⑆908⑆

A. Student 3701
1000 School Lane ph. 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For _____ _____

⑈87652340874⑈ ⑆908⑆

## BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES

1) a beginning balance of 325.50
2)the Superstore and Video Mania checks
3) deposit of 132.87 on April 5
4) automatic teller withdrawal of 100.00 on April 12

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | | T ✓ | DEPOSIT OR CREDIT (+) | | BALANCE FORWARD | |
|---|---|---|---|---|---|---|---|---|---|
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |

## ANSWER SHEET
## PRE-TEST CHECKING

**DEFINE THESE TERMS**

**deposit** - money being added to a checking account

**withdrawal** - money being taken out of a checking account

**reconcile** - to settle or adjust a checking balance; that is add in all deposits and credits, subtract all withdrawals and debits, so that the balance reflects all business done with your bank during a specific period

**debit** - Any amount to be subtracted from your checking account- examples: checks written on your account, penalties, monthly service charges, automatic teller withdrawals

**credit** - Any amount to be added to your checking account - examples: deposits and interest

**signature** - the name of a person written by him/herself

**pay to the order of** - the name of a person or a business to whom you are paying money with a check

**check register** - the record of all transactions (business) done with your bank - this is the file kept in a checkbook on which you record your balance and all additions and subtractions made to that balance

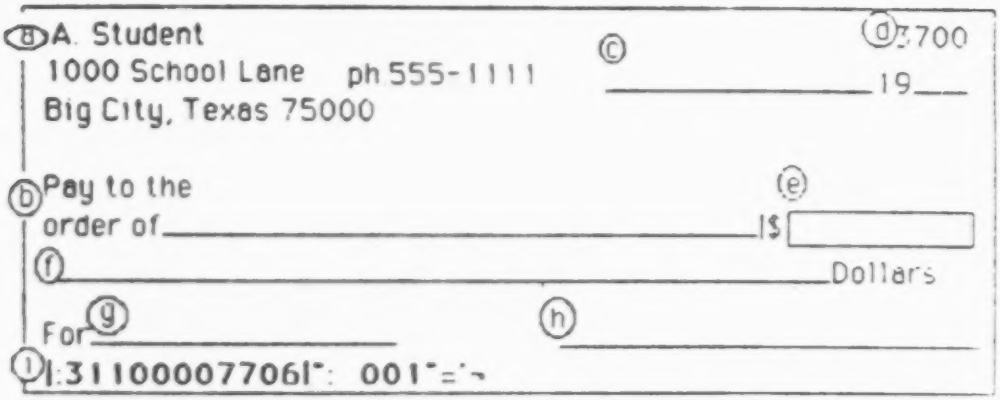
**bank statement** - the monthly reporting that a bank sends to you, listing all additions and subtractions made to your account during the previous month

**insufficient funds** - you have written checks for more money than you had in your account

**account balance** - the amount of money you have in your account after all additions and subractions have been made

**ANSWER SHEET**
**PRE-TEST CHECKING**

**IDENTIFY THE LABELED PARTS OF THIS CHECK:**




**a.** The name and address of the person to whom the check belongs

**b.** The name of the person or company who is receiving the money from the check.

**c.** The date the check is written.

**d.** The check number.

**e.** The amount for which the check is written. This amount is written in numbers.

**f.** The amount for which the check is written. This amount is written in words and must match the amount in **e.** above.

**g.** The reason or purpose for which the check is written.

**h.** The signature of the person writing the check.

**i.** The micro-line used by the bank's computers.

**ANSWER SHEET**
**PRE-TEST CHECKING**

**WRITE CHECKS FOR THE FOLLOWING:**

1. Superstore Grocery for $56.21 on April 11
2. Video Mania for $13.19 on April 26

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3700
April 11 19 88

Pay to the order of Superstore Grocery | $ 56.21
Fifty-six and 21/100 DOLLARS
For groceries A. Student
⑈87652340874⑈ ⑆908⑆

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3701
April 26 19 88

Pay to the order of Video Mania | $ 13.19
Thirteen and 19/100 DOLLARS
For Jack's birthday A. Student
⑈87652340874⑈ ⑆908⑆

ANSWER SHEET
PRE-TEST CHECKING

BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES

1) a beginning balance of 325.50
2)the Superstore and Video Mania checks
3) deposit of 132.87 on April 5
4) automatic teller withdrawal of 100.00 on April 12

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | T ✓ | DEPOSIT OR CREDIT (+) | BALANCE FORWARD |
|---|---|---|---|---|---|---|
| | | | | | | 325 50 |
| | 4/5 | To DEPOSIT | | | 132 87 | Pay't or Dep 132 87 |
| | | For | | | | Bal 458 37 |
| 3700 | 4/11 | To Superstore Grocery | 56 21 | | | Pay't or Dep 56 21 |
| | | For | | | | Bal 402 16 |
| | 4/12 | To AUTO TELLER W/D | 100 00 | | | Pay't or Dep 100 00 |
| | | For | | | | Bal 302 16 |
| 3701 | 4/26 | To Video Mania | 13 19 | | | Pay't or Dep 13 19 |
| | | For | | | | Bal 288 97 |
| | | To | | | | Pay't or Dep |
| | | For | | | | Bal |
| | | To | | | | Pay't or Dep |
| | | For | | | | Bal |
| | | To | | | | Pay't or Dep |
| | | For | | | | Bal |

## Information Sheet 1 - Checking

The following terms will be used frequently in handling a checking account:

**deposit** - money being added to a checking account

**withdrawal** - money being taken out of a checking account

**reconcile** - to settle or adjust a checking balance; that is add in all deposits and credits, subtract all withdrawals and debits, so that the balance reflects all business done with your bank during a specific period

**debit** - Any amount to be subtracted from your checking account- examples: checks written on your account, penalties, monthly service charges, automatic teller withdrawals

**credit** - Any amount to be added to your checking account - examples: deposits and interest

**signature** - the name of a person written by him/herself

**pay to the order of** - the name of a person or a business to whom you are paying money with a check

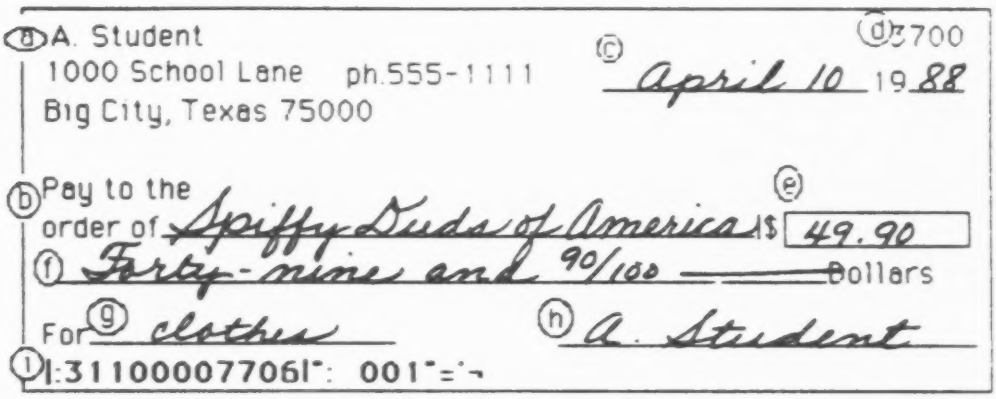
**check register** - the record of all transactions (business) done with your bank - this is the file kept in a checkbook on which you record your balance and all additions and subtractions made to that balance

**bank statement** - the monthly reporting that a bank sends to you, listing all additions and subtractions made to your account during the previous month

**insufficient funds** - you have written checks for more money than you had in your account

**account balance** - the amount of money you have in your account after all additions and subractions have been made

## PARTS OF A CHECK


a A. Student
1000 School Lane ph.555-1111
Big City, Texas 75000
c April 10 19 88
d 3700
b Pay to the order of Spiffy Duds of America
e $ 49.90
f Forty-nine and 90/100 Dollars
For g clothes
h A. Student
i :311000077061": 001"='¬

a. This check belongs to a person named "A. Student" who lives at 1000 School Lane, in Big City, Texas 75000. A's phone number is 555-1111.

b. A. is writing the check to "Spiffy Duds of America" ( A. is purchasing some terrific clothes!)

c. the date the check was written

d. 3700 is the check number - this is the number A. will use in the check register to keep a record of what checks are used

e. $49.90 was the amount (written in numbers) paid to "Spiffy Duds of America"

f. Forty-nine and 90/100 Dollars was the amount (written in words) paid to "Spiffy Duds of America" **THE AMOUNTS WRITTEN IN e and f must be the same**

g. the reason or purpose for which check was written

h. A. Student's signature

i. the micro-line is used by the bank's computers

## STUDENT ACTIVITY 1- CHECKING

**MATCH THESE TERMS TO THEIR DEFINITIONS**

a. account balance

b. deposit

c. insufficient funds

d. signature

e. check register

f. reconcile

g. bank statement

h. debit

i. pay to the order of

j. credit

k. withdrawal

____ 1. money being added to a checking account

____ 2. money being taken out of a checking account

____ 3. to settle or adjust a checking account

____ 4. any amount to be subtracted from a checking account (eg. a penalty)

____ 5. any amount to be added to a checking account (eg. interest)

____ 6. the name of a person written by him/ herself

____ 7. the name of the person or business who is receiving the money from a check

____ 8. place to record a checking balance and to keep track of all additions and subtractions from an account

____ 9. the monthly reporting a bank sends its checking account customers

____10. caused by writing checks for a larger amount of money than is in a checking account

____11. the amount of money in a checking account

**USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE**

1. Grocery purchase at Food World for the amount of $39.53 on April 6

2. Purchase medicine at Corner Drug Store for the amount of $23.04 on April 6

3. Pay electric bill from Big Utility Inc. in the amout of $63.32 on April 7

4. Pay All American Department Store credit card bill of $18.90 on April 8

## STUDENT ACTIVITY 1- CHECKING

### MATCH THESE TERMS TO THEIR DEFINITIONS

a. account balance

b. deposit

c. insufficient funds

d. signature

e. check register

f. reconcile

g. bank statement

h. debit

i. pay to the order of

j. credit

k. withdrawal

b 1. money being added to a checking account

k 2. money being taken out of a checking account

f 3. to settle or adjust a checking account

h 4. any amount to be subtracted from a checking account (eg. a penalty)

j 5. any amount to be added to a checking account (eg. interest)

d 6. the name of a person written by him/ herself

i 7. the name of the person or business who is receiving the money from a check

e 8. place to record a checking balance and to keep track of all additions and subtractions from an account

g 9. the monthly reporting a bank sends its checking account customers

c 10. caused by writing checks for a larger amount of money than is in a checking account

a 11. the amount of money in a checking account

### USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE

1. Grocery purchase at Food World for the amount of $39.53 on April 6

2. Purchase medicine at Corner Drug Store for the amount of $23.04 on April 6

3. Pay electric bill from Big Utility Inc. in the amout of $63.32 on April 7

4. Pay All American Department Store credit card bill of $18.90 on April 8

A Student
1000 School Lane ph 555-1111
Big City, Texas 75000

3700
April 6 19 88

Pay to the order of Food World | $ 39.53

Thirty-nine and 53/100 ——— DOLLARS

For groceries A. Student

⑈87652340874⑈ ⑆908⑆

---

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3701
April 6 19 88

Pay to the order of Corner Drug Store | $ 23.04

Twenty-three and 04/100 ——— DOLLARS

For Rx A Student

⑈87652340874⑈ ⑆908⑆

---

A Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3702
April 7 19 88

Pay to the order of Big Utility Inc | $ 63.32

Sixty-three and 32/100 ——— DOLLARS

For bill pmt A. Student

⑈87652340874⑈ ⑆908⑆

---

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3703
April 8 19 88

Pay to the order of All American Dept. Store | $ 18.90

Eighteen and 90/100 ——— DOLLARS

For bill pmt A. Student

⑈87652340874⑈ ⑆908⑆



CKG 12 T

## STUDENT INFORMATION SHEET 2 - CHECKING

Deposits - Additions to your balance, example:
putting your paycheck into your account

Withdrawals - Subtracting from your balance, example:
paying your rent by check, taking the money out of your account

The following deposits and withdrawals will be made in our example checkbook register:

Check number 3701 paid rent to Fun City Apartments on April 10 275.00

Check number 3702 paid cable bill to Couch Potato Corp. on April 10 15.75

Deposit paycheck from Wonderful World of Work on April 15 375.00

Check number 3703 groceries Broccoli Mart on April 15 67.98

Deposit check from Ura Friend (repaying loan for concert ticket) on April 17 19.95

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | | T ✓ | DEPOSIT OR CREDIT (+) | | BALANCE FORWARD | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 523 | 39 |
| 3701 | 4/10 | To FUN CITY APARTMENTS | 275 | 00 | | | | Pay'l or Dep | 275 00 |
| | | For RENT | | | | | | Bal | 248 39 |
| 3702 | 4/10 | To COUCH POTATO CORP. | 15 | 75 | | | | Pay'l or Dep | 15 75 |
| | | For CABLE | | | | | | Bal. | 232 64 |
| | 4/15 | To WOND. WORLD WK | | | | 375 | 00 | Pay'l or Dep | 375 00 |
| | | For PAYCHECK | | | | | | Bal. | 607 64 |
| 3703 | 4/15 | To BROCCOLI MART | 67 | 98 | | | | Pay'l or Dep | 67 98 |
| | | For | | | | | | Bal. | 539 66 |
| | 4/17 | To CK. FROM URA | | | | 19 | 95 | Pay'l or Dep | 19 95 |
| | | For REPAY TICKET LOAN | | | | | | Bal. | 559 61 |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |

You must remember to make entries in your checkbook register concerning withdrawals made at automatic teller machines, monthly fees, automatic loan payments, as well as, credits such as direct paycheck deposits or interest on checking accounts.

CKG 13 T

## STUDENT ACTIVITY SHEET 2 - CHECKING

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE:

1. "The Healthy Club" dues paid April 2 in amount of 24.37
2. Payment of 79.91 to Big Electric Company on April 2
3. Pay 59.90 to Jan Humm, M.D. on April 4
4. Pay 10.00 to Grocery Pharmacy on April 4

USE THE ABOVE CHECKS AND THE FOLLOWING INFORMATION TO BALANCE THE CHECKBOOK REGISTER:

1. On April 3 Gramma Goodie sent you birthday check for 50.00 (Deposit it! Quick before she changes her mind ! )
2. Record an automatic loan payment of 125.50 on April 4
3. You deposit 300.00 from your paycheck on April 6
4. You have a beginning balance of 743.97

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | | T ✓ | DEPOSIT OR CREDIT (+) | | BALANCE FORWARD | |
|---|---|---|---|---|---|---|---|---|---|
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay'l or Dep | |
| | | For | | | | | | Bal. | |

A Student 3700
1000 School Lane ph 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For_____ _____

⑈87652340874⑈ ⑆908⑆

A Student 3701
1000 School Lane ph 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For_____ _____

⑈87652340874⑈ ⑆908⑆

A Student 3702
1000 School Lane ph 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For_____ _____

⑈87652340874⑈ ⑆908⑆

A Student 3703
1000 School Lane ph 555-1111 _____ 19___
Big City, Texas 75000

Pay to the
order of _____ | $ _____

_____

For_____ _____

⑈87652340874⑈ ⑆908⑆

## STUDENT ACTIVITY SHEET 2 - CHECKING

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE:

1. "The Healthy Club" dues paid April 2 in amount of 24.37
2. Payment of 79.91 to Big Electric Company on April 2
3. Pay 59.90 to Jan Humm, M.D. on April 4
4. Pay 10.00 to Grocery Pharmacy on April 4

USE THE ABOVE CHECKS AND THE FOLLOWING INFORMATION TO BALANCE THE CHECKBOOK REGISTER:

1. On April 3 Gramma Goodie sent you birthday check for 50.00 (Deposit it! Quick before she changes her mind ! )
2. Record an automatic loan payment of 125.50 on April 4
3. You deposit 300.00 from your paycheck on April 6
4. You have a beginning balance of 743.97

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | | T ✓ | DEPOSIT OR CREDIT (+) | | BALANCE FORWARD | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 743 | 97 |
| 3700 | 4/2 | To THE HEALTHY CLUB | 24 | 37 | | | | Pay't or Dep | 24 | 37 |
| | | For DUES | | | | | | Bal | 719 | 60 |
| 3701 | 4/2 | To BIG ELECTRIC CO. | 79 | 91 | | | | Pay't or Dep | 79 | 91 |
| | | For BILL | | | | | | Bal | 639 | 69 |
| | 4/3 | To DEPOSIT | | | | 50 | 00 | Pay't or Dep | 50 | 00 |
| | | For GRAMMA GOODIE | | | | | | Bal | 689 | 69 |
| 3702 | 4/4 | To JAN HUMM, M.D. | 59 | 90 | | | | Pay't or Dep | 59 | 90 |
| | | For OFFICE VISIT | | | | | | Bal | 629 | 79 |
| 3703 | 4/4 | To GROCERY PHARMACY | 10 | 00 | | | | Pay't or Dep | 10 | 00 |
| | | For MEDICINE | | | | | | Bal | 619 | 79 |
| | 4/4 | To LOAN PAYMENT | 125 | 50 | | | | Pay't or Dep | 125 | 50 |
| | | For | | | | | | Bal | 494 | 29 |
| | 4/6 | To DEPOSIT | | | | 300 | 00 | Pay't or Dep | 300 | 00 |
| | | For PAYCHECK | | | | | | Bal | 794 | 29 |

CNG 16 T

A Student
1000 School Lane ph 555-1111
Big City, Texas 75000

3700
April 2 1988

Pay to the order of The Healthy Club | $24.37
Twenty-four and 37/100 DOLLARS

For dues A Student

|87652340874"="908¬

A Student
1000 School Lane ph 555-1111
Big City, Texas 75000

3701
April 2 1988

Pay to the order of Big Electric Company | $79.91
Seventy-nine and 91/108 DOLLARS

For bill A Student

|87652340874"="908¬

A Student
1000 School Lane ph 555-1111
Big City, Texas 75000

3702
April 4 1988

Pay to the order of Jan Humm M.D. | $59.90
Fifty-nine and 90/100 DOLLARS

For A Student

|87652340874"="908¬

A Student
1000 School Lane ph 555-1111
Big City, Texas 75000

3703
April 4 1988

Pay to the order of Grocery Pharmacy | $10.00
Ten and no/100 DOLLARS

For A Student

|87652340874"="908¬



CKG 17 T

ANS. SHEET

# POST-TEST - CHECKING

## MATCH THESE TERMS TO THEIR DEFINITIONS

a. account balance

b. deposit

c. insufficient funds

d. signature

e. check register

f. reconcile

g. bank statement

h. debit

i. pay to the order of

j. credit

k. withdrawal

h 1. money being added to a checking account

K 2. money being taken out of a checking account

f 3. to settle or adjust a checking account

h 4. any amount to be subtracted from a checking account (eg. a penalty)

j 5. any amount to be added to a checking account (eg. interest)

d 6. the name of a person written by him/herself

i 7. the name of the person or business who is receiving the money from a check

e 8. place to record a checking balance and to keep track of all additions and subtractions from an account

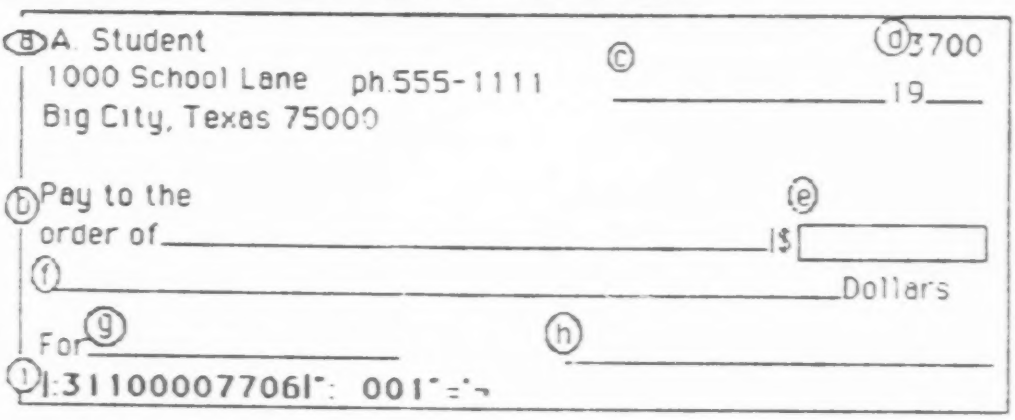
g 9. the monthly reporting a bank sends its checking account customers

c 10. caused by writing checks for a larger amount of money than is in a checking account

a 11. the amount of money in a checking account

## IDENTIFY THE LABELED PARTS OF THIS CHECK:

USE PRE-TEST ANS.




a. _____

b. _____

ANS. SHEET

USE PRE-TEST ANS.

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

**WRITE CHECKS FOR THE FOLLOWING:**

1. Superstore Grocery for $56.21 on April 11
2. Video Mania for $13.19 on April 26

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3700
_____ 19___

Pay to the
order of _____ | $ [ ]

_____

For _____ _____

⑈87652340874⑈ ⑆908⑆

A. Student
1000 School Lane ph. 555-1111
Big City, Texas 75000

3700
_____ 19___

Pay to the
order of _____ | $ [ ]

_____

For _____ _____

⑈87652340874⑈ ⑆908⑆

USE PRE-TEST ANS.

**BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES**

1) a beginning balance of 325.50
2)the Superstore and Video Mania checks
3) deposit of 132.87 on April 5
4) automatic teller withdrawal of 100.00 on April 12

| CODE OR NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT OR FEE (-) | | T ✓ | DEPOSIT OR CREDIT (+) | | BALANCE FORWARD | |
|---|---|---|---|---|---|---|---|---|---|
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
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| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |
| | | To | | | | | | Pay't or Dep | |
| | | For | | | | | | Bal. | |

## TEACHER INFORMATION - MAP SKILLS

**UNIT OBJECTIVE:** Upon completion of this unit, the learner should be able to write directions and use a book-type map (example used is Mapsco) to locate specific sites.

**UNIT DESCRIPTION:** This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction (teacher)
Pre-Test (written test)

Tuesday: Terminology, compass points, writing directions
Students receive Information Sheet 1
Teacher talks through information sheet using transparency

Wednesday: Application of material in Information Sheet 1
Students complete Activity Sheet 1
Teacher talks through Activity Sheet 1 using transparency
Students self-correct Activity 1

New Topic: Using Book-type maps (Mapsco)
Students receive Information Sheet 2
Teacher talks through information sheet using transparency
Students receive Homework Sheet

Thursday: Review/correct homework
Teacher talks through homework using transparency

Unit Review
Teacher talks through Pre-Test using transparency
Students self-correct Pre-Test

Friday: Post-Test (written test)

**SUGGESTED INTRODUCTION TO UNIT:**
We are going to spend a few minutes each day this week talking about reading a map and writing directions. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's map unit and will let me know what you already know about map reading and writing directions.

## MAP SKILLS

**NOTICE:**
**THIS UNIT CONTAINS PHOTOCOPIES OF PAGES FROM THE FORT WORTH MAPSCO. SPECIAL PERMISSION FOR USE OF THIS COPYRIGHTED MATERIAL WAS GRANTED BY MR. CHOYCE KENDRICK, PRESIDENT OF MAPSCO, INC. PERMISSION WAS SPECIFICALLY GRANTED FOR USE IN THIS CURRICULUM PACKAGE. PERSONS WISHING TO USE THESE MAPSCO MATERIALS FOR ANY OTHER PURPOSE MUST GAIN PRIOR PERMISSION.**

## Pre-Test - Map Skills

**Define or give examples for these terms:**

Detour-

Exit-

Intersection-

Alternate route-

Legend-

Grid-

**Label each arrow using these directions:** North East South West

_____ _____ _____ _____

**Use the map on the next page. Write directions:**

From: grocery store
To: home

From: friend's house
To: gym

**Use the Mapsco packet to answer the following questions:**

You will find :

Red Coat Ln on Map___ Grid___

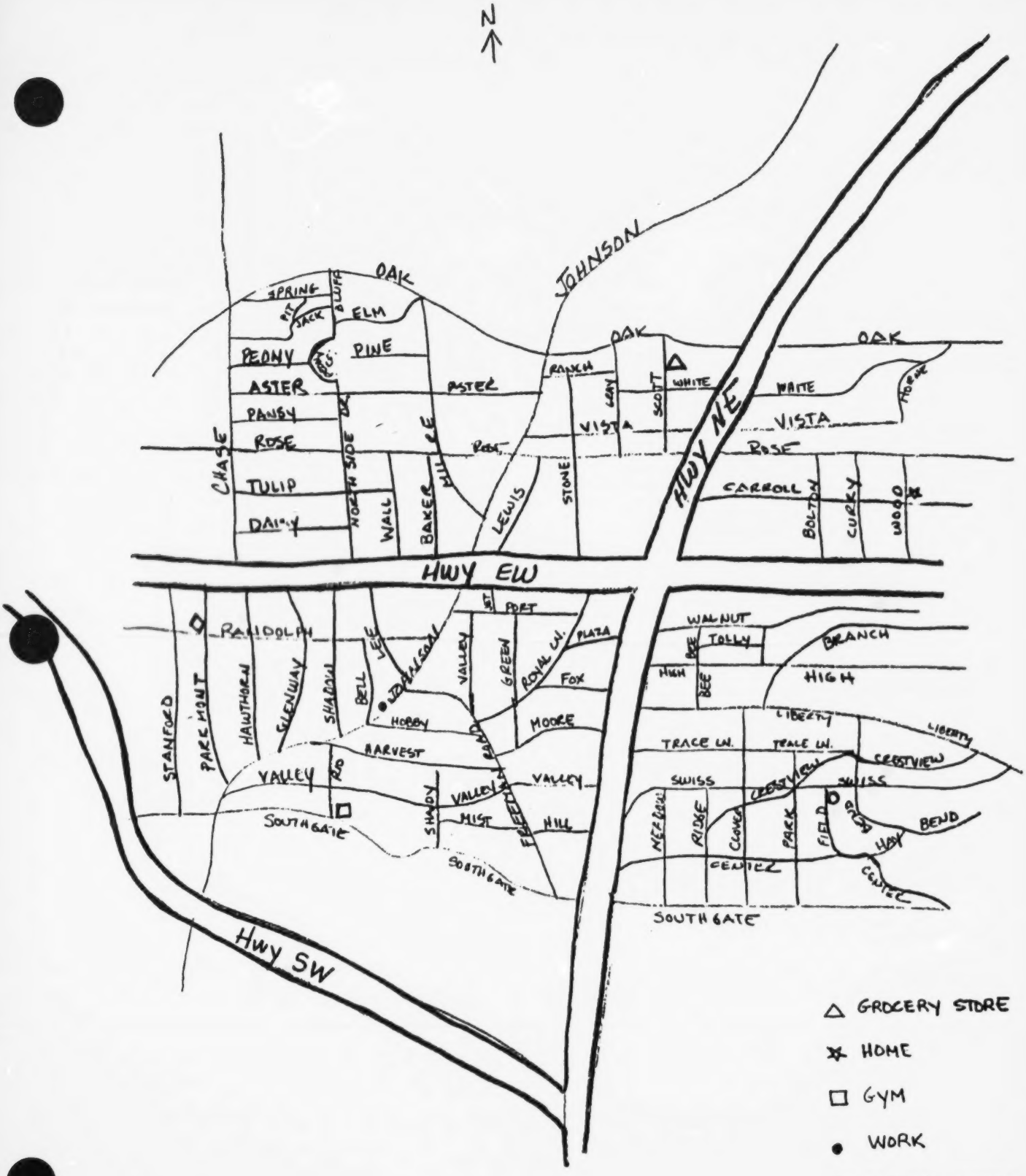
John Peter Smith Hospital on Map___ Grid___

June Dr. on Map___ Grid___

Write directions:

From: Katherine Dr.

To: Ken Michael Ct.


N
OAK
JOHNSON
SPRING
PIT
JACK
BLUFF
ELM
PEONY
PINE
ASTER
PANSY
ROSE
TULIP
DAISY
CHASE
NORTH SIDE DR
WALL
BAKER HILL LN
LEWIS
STONE
RANCH
LEAY
SCOTT
WHITE
VISTA
HWY NE
PHOENIX
CARROLL
BOLTON
CURRY
WOOD
HWY EW
RANDOLPH
STANFORD
PARKMONT
HAWTHORN
GLENWAY
SHADOW
BELL
LEE
DALLCOOL
VALLEY
GREEN
ROYAL LN.
PLAZA
FORT
FOX
HOBBY
MOORE
HARVEST
VALLEY RD
SOUTHGATE
SHADY
VALLEY
MIST
HILL
FREEWAY
WALNUT
TOLLY
BRANCH
HIGH
BEE
LIBERTY
TRACE LN.
CROSSVIEW
SWISS
NEEDHAM
RIDGE
CLOVER
PARK
FIELD
BEND
HAM
CENTER
Hwy SW
GROCERY STORE
HOME
GYM
WORK
FRIEND'S HOUSE
SHOPPING MALL



Map 5

## Pre-Test - Map Skills

**Define or give examples for these terms:**

Detour- A change in the direct route, for example, if a road is closed for repairs, you will need to detour (use another road)

Exit- leave a freeway to travel on a street or road

Intersection- a place where streets or roads cross, for example this is the intersection of Pine Street and Nut Street

Alternate route-a way to get from one place to another that is not the usual or direct route, for example, you should plot alternate routes from home to work in case of traffic jams or road closings

Legend- an explanatory description on a map, for example, a legend might tell how many miles are represented by each inch on a map or it might explain what symbols used on the map stand for

Grid-sections or squares marked off on a map to help in locating specific streets

**Label each arrow using these directions:** North East South West

↓ **SOUTH** _____ ↑ **NORTH** _____ → **EAST** _____ ← **WEST** _____

**Use the map on the next page. Write directions:**

From: grocery store
To: home

**SOUTH (LEFT) ON SCOTT**
**EAST (LEFT) ON ROSE**
**SOUTH (RIGHT) ON WOOD**

From: friend's house
To: gym

**SOUTH (LEFT) ON FIELD**
**WEST (RIGHT) ON CENTER**
**SOUTH (LEFT) PARK**
**WEST (RIGHT) ON SOUTHGATE**

**Use the Mapsco packet to answer the following questions:**
You will find :
Red Coat Ln on Map **111** Grid **E**
John Peter Smith Hospital on Map **77** Grid **J**
June Dr. on Map **73** Grid **C**

Write directions:
From: Katherine Dr. **NORTH ON KATHERINE DR.**
To: Ken Michael Ct. **EAST ON CORONA**
**SOUTH ON VANCE**
**EAST ON RIVIERA**
**SOUTH ON KEN MICHAEL**

# Major Buildings

### Argyle
City Hall — State Hwy 377 & Denton St — 76226 — Map 446S

### Arlington
1250 Copeland Tower — 1250 E. Copeland Rd — 76011 — 69Y
Astina Bldg — 700 Highlander Blvd W — 76015 — 98M
Brookhollow Two — 2221 E. Lamar Blvd — 76006 — Map 70W
Centerpoint Four — 2401 E. Randol Mill Rd — 76011 — 84A
Centerpoint Three — 600 Six Flags Dr — 76011 — Map 84A
Chamber of Commerce — 316 W. Main St — 76010 — Map 83J
City Hall — 101 W. Abram St — 76010 — Map 83J
County Government Center — 724 E. Border St — 76010 — Map 83K
Lincoln Tower — 1250 Copeland Rd — 76011 — 69Y
MBank-Arlington — 1301 S. Bowen Rd — 76013 — Map 81R
Parkway Central Plaza Bldg A — 611 Ryan Plaza Dr — 76011 — Map 69W
Plaza Del Sol — 1228 Corporate Dr — 76006 — Map 70S
Skymark Towers — 1521 N. Cooper & I.H.30 — 76011 — Map 68Z
Texas Commerce Bank Tower — 500 E. Border St. — 76010 — Map 83J
U.S. Post Office — 300 E. South St — 76010 — Map 83J
Westgate Plaza — 2008 E. Randol Mill Rd — 76011 — Map 83D

### Azle
Chamber of Commerce — 137 W. Main St — 76020 — Map 29F
City Hall — 613 Southeast Pkwy — 76020 — Map 29Q
U.S. Post Office — 133 E. Main St — 76020 — Map 29F

### Bartonville
City Hall — 134-B Jeter Rd — 76226 — Map 547W

### Bedford
Bedford Place I — 1901 Central Dr — 76021 — Map 54K
Chamber of Commerce(Hurst-Euless-Bedford) — 1900 Airport Fwy — 76022 — Map 54J
City Hall — 2000 Forest Ridge Dr — 76021 — Map 54E
U.S. Post Office — 2124 L.Don Dodson Dr — 76021 — Map 54F

### Benbrook
City Hall — 911 Winscott Rd — 76126 — Map 87L
U.S. Post Office — 9500 Hwy 377 South — 76126 — Map 87N

### Blue Mound
City Hall — 1600 Bell Ave — 76131 — Map 34Z

### Burleson
Chamber of Commerce — 1044 S.W. Wilshire Blvd — 76028 — Map 119A-L
City Hall — 141 W. Renfro St — 76028 — Map 119A-A
U.S. Post Office — 232 SW Johnson Ave — 76028 — Map 119A-A

### Colleyville
Chamber of Commerce — 6610 Colleyville Blvd — Map 40A
City Hall — 401 Oak Valley Dr — 76034 — Map 39L
U.S. Post Office — 5310 Pleasant Run Rd — 76034 — Map 39M

### Copper Canyon
City Hall — 400 Woodland Dr — 75067 — Map 548L

### Corinth
Chamber of Commerce (Lake Cities) — See Lake Dallas
City Hall — 2003 S. Corinth Rd — 76206 — Map 449F

### Crowley
Chamber of Commerce — 120 S.Tarrant St — 76036 — Map 118J
City Hall — 120 N. Hampton Rd — 76036 — Map 118K
U.S. Post Office — 200 S.Crowley Rd — 76036 — Map 118K

### Dalworthington Gardens
City Hall — 2600 Roosevelt Dr — 76016 — Map 95D

### Denton
Chamber of Commerce — 414 Parkway — 76201 — Map 247X
City Hall — 215 E. McKinney St — 76201 — Map 247X
U.S. Post Office — 101 E. McKinney — 76201 — Map 247X

### Double Oaks
City Hall — 225 Double Oaks Dr — 75067 — Map 547Z

### Edgecliff Village
City Hall — 1605 Edgecliff Rd — 76134 — Map 90U

### Euless
Chamber of Commerce(Hurst-Bedford-Euless) — See Bedford
City Hall — 201 N. Ector Dr — 76039 — Map 55L
U.S. Post Office — 210 N. Ector Dr — 76039 — Map 55L

### Everman
City Hall — 212 N. Race St — 76140 — Map 106J
U.S. Post Office — 1901 Everman Pkwy — 76140 — Map 105R

### Flower Mound
Chamber of Commerce — 3363 Long Prairie Rd — 75028 — Map 649N
City Hall — 2121 Cross Timbers Rd — 75028 — Map 649P

### Forest Hill
City Hall — 6800 Forest Hill Dr — 76140 — Map 92Y

### Fort Worth
410 West 7th Bldg — 410 W. 7th St — 76102 — Map 76D
820 Hulen Towers — 4100 International Plaza — 76109 — Map 89E
Amon Carter Museum of Western Art — 3501 Camp Bowie Blvd — 76107 — Map 76A
Chamber of Commerce — 100 E. 15th St — 76102 — Map 77A
City Center Tower II — 301 Commerce St — 76102 — Map 63W
City Hall — See Fort Worth Municipal Bldg
Commerce Bldg — 307 W. 7th St — 76102 — Map 77A
Continental Life — 714 Main St — 76102 — Map 77A
Continental Plaza — 777 Main St — 76102 — Map 77A
Crosslands Plaza — 6410 Southwest Blvd — 76116 — Map 88B
Electric Service Bldg — 117 W. 7th St — 76102 — Map 77A
Empire of America — 1600 W. 7th St — 76102 — Map 76C
Federal Office Bldg — 811 Taylor St — 76102 — Map 76D
First Republic Bank Bldg — 500 W. 7th St — 76102 — Map 76D
Fort Worth Art Museum — 1309 Montgomery St — 76107 — Map 75D
Fort Worth Bank & Trust — 2001 Beach St — 76103 — Map 78A
Fort Worth Center — 307-309 W. 7th St — 76102 — Map 77A
Fort Worth Club Bldg — 306 W. 7th St — 76102 — Map 77A
Fort Worth Club Tower — 777 Taylor St — 76102 — Map 76D
Fort Worth Municipal Bldg — 1000 Throckmorton — 76102 — Map 77A
Fort Worth Museum of Science & History — 1501 Montgomery St — 76107 — Map 75D
Fort Worth Public Library — 300 Taylor St — 76102 — Map 62Z
Hulen Towers Office Complex — 3840 S. Hulen St — 76109 — Map 89B
Interfirst Tower — 801 Cherry St — 76102 — Map 76D
International Plaza — 4055 International Plaza — 76109 — Map 89E
Kimbell Art Museum — 1101 Will Rogers Rd.W — 76107 — Map 76A
Newell & Newell Bus. Park — 2501 Gravel Rd — Map 66E
Oil & Gas — 309 W. 7th St — 76102 — Map 77A
Overton Park National Bank — 4200 S. Hulen St — 76109 — Map 89K
Park Plaza — 2501 Parkview Dr — 76102 — Map 76F
Ridgemar Centre — 6500 W. Freeway — 76116 — Map 74F
Ridglea Bank Bldg — 6300 Ridglea Pl — 76116 — Map 74Q
River Plaza National Bank — 1701 River Run — 76107 — Map76N
Summit Office Park — N 1200 & S 1300 Summit Ave — 76102 — Map 76C
Tandy Center — Taylor,Throckmorton St & 3rd St — 76102 — Map 62Z
Tarrant County Convention Center — 1111 Houston St — 76102 — Map 77A
Tarrant County Courthouse — 100 E. Weatherford St — 76102 — Map 62Z
Tarrant County Criminal Courts & Jail — 300 W Belknap St — 76102 — Map 62Z
Texas American Bank/Fort Worth — 500 Throckmorton St — 76102 — Map 63W
Texas Bldg.,The — 200 W. 7th St — 76102 — Map 77A
T & P Remaissance Plaza — 1600 Throckmorton — 76102 — Map 77A
Texas & Pacific Bldg — 221 W. Lancaster Ave — 76102 — Map 77A
U.S. Courthouse — 501 W. 10th St — 76102 — Map 77A
U.S. Post Office — 4600 Mark IV Pkwy — 76161 — Map 49P
University Centre — 1300 S. University Dr — 76107 — Map 76J
Westside Plaza — 550 Bailey Ave — 76107 — Map 62W
Will Rogers Memorial Center — 3301 W. Lancaster Ave — 76107 — Map 76A
W.T. Waggoner — 810 Houston St — 76102 — Map 77A

### Grand Prairie
R & B Corporate Park DFW — 2100 Hwy 360 — 75050 — Map 70K
Riverside Bldg XIX — 2505 Hwy 360 — 76008 — Map 70F

### Grapevine
Chamber of Commerce — 417 E. Dallas Rd — 76051 — Map 26N
City Hall — 413 Main St — 76051 — Map 27M
Municipal Court — 307 W. Dallas Rd — 76051 — Map 27R
U.S. Post Office — 1251 William D. Tate Ave — 76051 — Map 27Q

### Haltom City
Chamber of Commerce(Haltom-Richland Hills Area) — 5001 Denton Hwy — 76117 — Map 50M
City Hall — 5024 Broadway Ave — 76117 — Map 50Y
U.S. Post Office — 5709 Broadway Ave — 76117 — Map 50Z

### Haslet
City Hall — Main St & State Hwy 156 — 76052 — Map 6Q
U.S. Post Office — Hwy 156 — 76052 — Map 6Q

### Highland Village
City Hall — 948 Highland Village Rd — 75067 — Map 549L

### Hurst
Chamber of Commerce(Hurst-Bedford-Euless) — See Bedford
City Hall — 1505 Precinct Line Rd — 76054 — Map 52H
County Government Center — 845 Grapevine Hwy — 76054 — Map 39W
Morrow Bldgs I,II & III — 235 E. IH 820 N. — 76053 — Map 52T
U.S. Post Office — 825 Precinct Line Rd — 76053 — Map 52R

### Keller
Chamber of Commerce — 102-B Navajo Dr — 76248 — Map 23P
City Hall — 158 S. Main St — 76248 — Map 23J
U.S. Post Office — 122 E. Vine St — 76248 — Map 23J

### Kennedale
Chamber of Commerce — 209 N.New Hope Rd — 76060 — Map 107D
City Hall — 209 N. New Hope Rd — 76060 — Map 107D
U.S. Post Office — 200 E. Mansfield Hwy — 76060 — Map 107D

### Lakeside
City Hall — Confederate Park Rd — 76135 — Map 44Q

### Lake Worth
City Hall — 6720 Telephone Rd — 76135 — Map 46S
County Government Center — 6713 Telephone Rd — 76135 — Map 45S
U.S. Post Office — 6316 Lake Worth Blvd — 76135 — Map 46X

### Mansfield
Chamber of Commerce — 1305 E. Broad St — 76063 — Map 124U
City Hall — 1305 E. Broad St — 76063 — Map 124U
U.S. Post Office — 301 S. Main St — 76063 — Map 124S

### Newark
City Hall — FM. Rd 718 — 76071 — Map 2D
U.S. Post Office — Hwy 718 — 76071 — Map 2D

### North Richland Hills
Chamber of Commerce(Haltom-Richland Hills Area) — — See Haltom City
City Hall — 7301 N.E. Loop 820 — 76180 — Map 51M
Texas Commerce Bank Bldg — 860 N. Airport Fwy — 76180 — Map 52L
U.S. Post Office — 7800 Bedford Euless Rd — 76180 — Map 52K

### Pantego
City Hall — 1614 S. Bowen Rd — 76013 — Map 81V
U.S. Post Office — 1114 S. Bowen Rd — 76013 — Map 81M

### Pelican Bay
City Hall — 1300 Pelican Cir — 76020 — Map 15V

### Reno
City Hall — FM. 1542 — 76020 — Map 15A-F

### Richland Hills
Chamber of Commerce(Haltom-Richland Hills Area) — See Haltom City
City Hall — 3200 Diana Dr — 76118 — Map 51Y

### River Oaks
City Hall — 4900 River Oaks Blvd — 76114 — Map 61K
U.S. Post Office — 1008 Roberts Cut-off Rd — 76114 — Map 61N

### Roanoke
City Hall — 201 Bowie St — 76262 — Map 9H
U.S. Post Office — N.Oak St — 76262 — Map 9D

### Saginaw
Chamber of Commerce — 736 S. Saginaw Blvd — 76179 — Map 46A
City Hall — 333 W. McLeroy Blvd — 76179 — Map 34X
U.S. Post Office — 101 S. Belmont St — 76179 — Map 34W

### Sanctuary
City Hall — 316 Ash Creek Dr — 76020 — Map 15A-W

### Sansom Park
City Hall — 5500 Buchanan St — 76114 — Map 47W

### Southlake
Chamber of Commerce — 1900 Northwest Pkwy — Map 11Z
City Hall — 667 N. Carroll Ave — 76092 — Map 26F

### Trophy Club
City Hall — 100 Municipal Dr — 76262 — Map 10-H

### Watauga
Chamber of Commerce — 5001 Denton Hwy — 76117 — Map 50M
City Hall — 7101 Whitley Rd — 76148 — Map 37N

### Westlake
City Hall — 501 Dove Rd — 76262 — Map 10Q

### Westover Hills
City Hall — 5824 Merrymount Rd — 76107 — Map 74H

### Westworth Village
City Hall — 311 Burton Hill Rd — 76114 — Map 60Z

### White Settlement
Chamber of Commerce — 8859 White Settlement Rd — 76108 — 59X
City Hall — 214 Meadow Park Dr — 76108 — Map 59Y
U.S. Post Office — 636 S. Cherry Ln — 76108 — Map 59Y

# Emergency Medical Facilities

### Arlington
Arlington Memorial Hospital — 800 W. Randol Mill Rd — 76012 — Map 82D
South Arlington Medical Center (HCA) — 3301 Matlock Rd — 76014 — Map 98H

### Azle
Harris Hospital EMASH — 108 Denver Trail — 76020 — Map 29L

### Bedford
Harris Hospital HEB — 1600 Hospital Pkwy — 76022 — Map 54L
Northeast Community Hospital — 1301 Airport Frwy — 76021 — Map 54J

### Denton
Denton Community Hospital (AMI) — 207 N. Bonnie Brae St — 76201 — Map 246Y
Denton Regional Medical Center — 4405 N IH 35 — 76201 — Map 246P
Flow Memorial Hospital — 1310 Scripture St — 76201 — Map 247W

### Fort Worth
All Saints Episcopal Hospital — 1400 8th Ave - - 76104 — Map 76L
All Saints Hospital-Cityview — 7100 Oakmont Blvd — 76132 — Map 88U
Continental Boulevard Hospital — 3705 Camp Bowie Blvd — 76107 — Map 74M
Continental Hospital North — 2100 State Hwy 183,NW — 76108 — Map 61H
Cook Childrens Hospital — 1212 W. Lancaster Ave — 76102 — Map 76D
Fort Worth Childrens Hospital — 1400 Cooper St — 76104 — Map 76G
Fort Worth Osteopathic Medical Center — 1000 Montgomery St — 76107 — Map 75D
Harris Hospital-Methodist — 1301 Pennsylvania Ave — 76104 — Map 76H
Harris Methodist Hospital SW — 6100 Harris Pkwy — 76132 — Map 88Y
HCA Medical Plaza Hospital — 1612 W Humbolt — 76104 — Map 76L
Huguley Memorial Hospital — 11801 South Frwy — 76115 — Map 119F
John Peter Smith Hospital — 1500 S. Main St — 76104 — Map 77J
St. Joseph Hospital — 1401 S. Main St — 76104 — Map 77J
U.S. Air Force Regional Hospital — Carswell AFB — 76127 — — Map 80L

### Grand Prairie
DFW Medical Center — 2709 Hospital Blvd — 75051 — Map 84L

### Grapevine
Grapevine Medical Center — 1650 W. College St — 76051 — Map 27K

### Haltom City
Twin Oaks Medical Center — 2919 Markum Dr — 76117 — — Map 64C

### Mansfield
H.C.A. Mansfield Hospital — 1602 Hwy 157,N — 76063 — Map 124A

### North Richland Hills
North Hills Medical Center — 4401 Booth Calloway Rd — 76118 — Map 52N

### White Settlement
Continental Hospital Suburban — 701 S Cherry Ln — 71608 — Map 59Z

# Public Schools

### Argyle School District
Argyle Elem — Eagle Dr & Front St — 76226 — Map 446S

BEST COPY AVAILABLE

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| J. R. Hawkins Rd | 108M | 76017 | 5300W-5899W |
| Arlington | | 76017 | 6900S-6999S |
| J. T. Luther Dr | 90Q | 76115 | 1800-2099 |
| 3 E of 4200 McCart Ave | | | |
| J. T. Ottinger Rd | | | |
| Keller | 23M | 76248 | 100-599 |
| | 34E | 76248 | 600-1399 |
| Unincorporated...Tarrant County | | | |
| | 16T | 76262 | None |
| Juanita Dr | 82T | 76013 | 1400-2199 |
| Arlington | | | |
| Juanita St | 83U | 76111 | 300-499 |
| N fr 2400 E. Belknap St | | | |
| Jubilee Trail | 97D | 76014 | 1800E-1999E |
| Arlington | | 76014 | 2700S-2799S |
| Judd St | 77T | 76104 | 700-1199 |
| E fr 2700 South Frwy | 77U | 76104 | 1300-1899 |
| E & W fr 2700 S. Riverside Dr | | | |
| Judd St | 59W | 76108 | 200N-599S |
| White Settlement | | | |
| Judge Bland Rd | 34D | 76262 | 1-99 |
| Keller | | | |
| Judie Ct | 51E | 76148 | 5700-5799 |
| Haltom City | | | |
| Judith St | 119A-J | 76028 | 500-899 |
| Burleson | | | |
| Judith Way | 36X | 76137 | 4100-4299 |
| Haltom City | | | |
| Judkins St | 63Y | 76111 | 300N-699S |
| N & S fr 2800 E. 4th St | | | |
| Judy Ave | 87P | 76126 | 1100-1199 |
| Benbrook | | | |
| Judy Ct | 37N | 76148 | 6100-6199 |
| Watauga | | | |
| Judy Dr | 37N | 76148 | 5900-6099 |
| Watauga | | | |
| Judy Ln | 79E | 76103 | 4600-4699 |
| 3 S of 4600 E. Lancaster Ave | | | |
| Judy Lynn Dr | 97F | 76014 | 1000E-1099E |
| Arlington | | 76014 | 3300S-3399S |
| Julia Ct | 648H | 75067 | 500-599 |
| Lewisville | | | |
| Julia Dr | 53A | 76054 | 600-699 |
| Hurst | | | |
| Julie Ave | 73L | 76116 | 8000-8199 |
| S N of 8000 Benkhead Hwy | | | |
| Julie Dr | 117L | 76036 | 100-499 |
| Crowley | | | |
| Julie Ann Dr | 39S | 76054 | 2700-2799 |
| Hurst | | | |
| Juliet Pl | 53F | 76054 | 1400-1599 |
| Hurst | | | |
| June Dr | 73C | 76108 | 400-899 |
| White Settlement | | | |
| Juneau Ct | 74B | 76116 | 1300-1399 |
| W of 1300 Ridgmar Blvd | | | |
| Juneau Rd | 74C | 76116 | 6200-6499 |
| E & W fr 1500 Ridgmar Blvd | | | |
| Juneberry St | 39S | 76137 | 4000-4199 |
| W fr 7200 Whitewood Dr | | | |
| June Evening Dr | 116R | 76017 | 7400-7499 |
| Arlington | | | |
| Juniper Ct | 40L | 76034 | 5400-5499 |
| Colleyville | | | |
| Juniper Dr | 98V | 76018 | 100-499 |
| Arlington | | | |
| Juniper Dr | 41Q | 76039 | 2600-2699 |
| Euless | | | |
| Juniper Dr | 39P | 76180 | 8300-8399 |
| North Richland Hills | | | |
| Juniper Ln | 87M | 76126 | 1200-1399 |
| Benbrook | | | |
| Juniper Ln | 648D | 75067 | 1800-1899 |
| Lewisville | | | |
| Juniper St | 648D | 75028 | 3400-3599 |
| Flower Mound | | | |
| Juniper St | 64Q | 76117 | 2300-2399 |
| Haltom City | | | |
| Juniper St | 124U | 76063 | 100-299 |
| Mansfield | | | |
| Junius St | 79A | 76103 | 1800-2299 |
| N fr 4800 Meadowbrook Dr | | | |
| Juno Ln | 247D | 76201 | 600-799 |
| Denton | | | |
| Juren Ct | 31V | 76179 | None |
| Unincorporated...Tarrant County | | | |
| Jupiter St | 247C | 76201 | 500-799 |
| Denton | | | |
| Just Dr | 106E | 76140 | 3000-3099 |
| W of Wichita St | | | |
| Justin Ct | 38A | 76248 | 1500-1599 |
| Keller | | | |
| Justin Ln | 117X | 76036 | 1200-1299 |
| Unincorporated...Tarrant County | | | |
| Justin Rd | | | |
| Double Oak | 547V | 75067 | None |
| Flower Mound | 548T | 75067 | None |
| Unincorporated...Denton County | | | |
| | 548T | 75067 | None |
| Justin Lyn St | 82K | 76012 | 1700-1799 |
| Arlington | | | |
| Justine Pl | 99X | 76048 | None |
| Unincorporated...Tarrant County | | | |
| Justiss Dr | 84G | 76011 | 3000-3299 |
| Arlington | | | |

## K

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| Kalmia Ct | 98V | 76018 | 100-199 |
| Arlington | | | |
| Kalmia Dr | 98V | 76018 | 200-599 |
| Arlington | | | |
| Kaltenbrun Rd | 93K | 76119 | 5000-5799 |
| E & W fr East Loop 820 | | | |
| Kandy Ln | 38E | 76180 | 7900-8099 |
| North Richland Hills | | | |
| Kane St | 87L | 76126 | 1000-1099 |
| Benbrook | | | |
| Kane St N | 87L | 76126 | 900-999 |
| Benbrook | | | |
| Kansas St | 63Y | 76107 | 1700-2399 |
| 1 S of 200 White Settlement Rd | | | |
| Kara Pl | 38U | 76180 | None |
| North Richland Hills | | | |
| Karen Cir | 74Q | 76116 | 6000-6299 |
| E fr 3900 Westridge Ave | | | |
| Karen Ct | 97E | 76014 | 3400S-3499S |
| Arlington | | 76014 | 100W-199W |
| Karen Ct | 54A | 76021 | 2900-2999 |
| Bedford | | | |
| Karen Ct | 87R | 76126 | 1100-1199 |
| Benbrook | | | |
| Karen Dr | 51H | 76180 | 5100-5199 |
| North Richland Hills | 51L | 76180 | 6700-6799 |
| | 51M | 76180 | 7200-7399 |
| Karer Ln | 56R | 76040 | 100-199 |
| Euless | | | |
| Karen Ln | 46S | 76135 | 4200-4299 |
| Lake Worth | | | |
| Karen Ln | 37W | 76148 | 6000-6099 |
| Watauga | | | |
| Karen St | 73L | 76116 | 3100-3299 |
| 1 W of 3200 Cherry Ln | | | |
| Karina | 348G | 76205 | None |
| Denton | | | |
| Karla Dr | 86Z | 76132 | 6100-6199 |
| S of 6500 Oakmont Blvd | | | |
| Karla Dr | 53J | 76053 | 1000-1499 |
| Hurst | | | |
| Karnes | 648M | 75028 | 3200-3299 |
| Flower Mound | | | |
| Karnes St | 63R | 76111 | 400-1199 |
| N & S fr 3500 E. Belknap St | | | |
| Kary Lynn Dr E | 37P | 76148 | 7200-7299 |
| Watauga | | | |
| Kary Lynn Dr N | 37P | 76148 | 6400-6499 |
| Watauga | | | |
| Kary Lynn Dr S | 37P | 76148 | 5900-6599 |
| Watauga | | | |
| Kate Ct | 23Q | 76248 | 200-399 |
| Keller | | | |
| Kate St | 59N | 76108 | 8900-8999 |
| White Settlement | | | |
| Kate St S | 59N | 76108 | 500-899 |
| White Settlement | | | |
| Katey Ln | 96Z | 76017 | 5500-5599 |
| Arlington | | | |
| Katherine Dr | 51L | 76180 | 4900-4999 |
| North Richland Hills | | | |
| Katherine Ln | 94S | 76017 | 5000-5099 |
| Arlington | | | |
| Kathey Dr | 96R | 76017 | 4200-4499 |
| Arlington | | | |
| Kathleen | 41Q | 76039 | 2900-3099 |
| Euless | | | |
| Kathryn Ct | 54A | 76021 | 2900-2999 |
| Bedford | | | |
| Kathryn Ct | 52U | 76053 | 1300-1399 |
| Hurst | | | |
| Kathryn St | 52U | 76053 | 1100-1399 |
| Hurst | | | |
| Kathy Ln | 87H | 76126 | 1100-1199 |
| Benbrook | | | |
| Katie Cir | 107H | 76119 | 300-399 |
| Kennedale | | | |
| Katie Dr | 28A | 76051 | None |
| Grapevine | | | |
| Katie Ln | 44M | 75135 | None |
| Unincorporated...Tarrant County | | | |
| Katie Ln | 37K | 76148 | 7700-7899 |
| Watauga | | | |
| Katina Dr | 118E | 76036 | None |
| Crowley | | | |
| Katrina Ct | 61L | 76114 | 1100-1199 |
| N of 4300 Ohio Garden | | | |
| Katrina St | 80Y | 76117 | 3300-3799 |
| Haltom City | | | |
| Katy Rd | 23E | 76248 | 800-1399 |
| Unincorporated...Tarrant County | | | |
| Katy St | 75W | 76105 | 4900-5099 |
| E fr 1700 Amanda Ave | 79P | 76105 | 5100-5199 |
| Kautz Dr | 94L | 76016 | 5800-5899 |
| Arlington | | | |
| Kaw Ave | 47W | 76114 | 2500-3599 |
| Sansom Park | | | |
| Kay Ct | 53G | 76054 | 100-199 |
| Hurst | | | |
| Kay Dr | 93L | 76119 | 5300-5499 |
| E of East Loop 820 S | 93Q | 76119 | 5800-5799 |
| Kay Ln | 34W | 76179 | 100-399 |
| Saginaw | | | |
| Kay Ln | 60V | 76114 | 100-199 |
| Westworth Village | | | |
| Kaywood St | 247R | 76201 | 2000-2499 |
| Denton | | | |
| Kayti Ln | 41R | 76039 | 2600-2699 |
| Euless | | | |
| Kay Lynn | 124U | 76028 | 1000-1099 |
| Burleson | | | |
| Kay Lynn Ln | 96R | 76016 | 4200-4299 |
| Arlington | | | |
| Kay Lynn St | 124T | 76063 | 200-1099 |
| Mansfield | | | |
| Kaywood St | 92D | 76119 | 4500-4799 |
| S fr 4000 Chickasaw St | | | |
| Kearby St | 64E | 76111 | 3700-4099 |
| Haltom City | | | |
| Kearney Ave | 61D | 76106 | 1900-3799 |
| NE & SW fr 2700 Azle Ave | | | |
| Kee Brook Dr | 94V | 76017 | 5000-5199 |
| Arlington | | | |
| Keeler Dr | 110M | 76017 | 6700-6899 |
| Arlington | | | |
| Keel Way | 29D | 76020 | 600-699 |
| Azle | | | |
| Keen St | 79P | 76105 | 2000-2099 |
| S of 5000 E. Rosedale St | | | |
| Keesha Ct | 118E | 76036 | None |
| Crowley | | | |
| Keeter Dr | 52P | 76180 | 4100-4499 |
| North Richland Hills | | | |
| Keith Dr | 53P | 76053 | 1000-1099 |
| Hurst | | | |
| Keith Pumphrey Dr | 61P | 76114 | 900-1099 |
| River Oaks | | | |
| Keith Willow Ct | 97Y | 76018 | 5400-5499 |
| Arlington | | | |
| Kelda Ln | 549Q | 75067 | 400-499 |
| Highland Village | | | |
| Kelham Ct | 96B | 76015 | 3000-3099 |
| Arlington | | | |
| Kell Dr | 80L | 76112 | 7400-7799 |
| E fr 2900 Sandy Ln | | | |
| Kell St | 99A | 76109 | 3500-3899 |
| N fr 3400 South Hills Ave | | | |
| Keller Ave | 87Q | 76126 | 800-1099 |
| Benbrook | | | |
| Keller Hasket Rd | | | |
| Fort Worth | 8S | 76248 | None |
| Haslet | 6R | 76052 | None |
| | 7N | 76052 | None |
| Unincorporated...Tarrant County | | | |
| | 9S | 76262 | None |
| | 6X | 76248 | None |
| Keller Hicks Rd | | | |
| Fort Worth | 21M | 76052 | 3500-3999 |
| | 22L | 76248 | 3700-4899 |
| Unincorporated...Tarrant County | | | |
| | 21F | 76052 | 2800-3499 |
| | 22L | 76248 | 4900-6399 |
| Keller Smithfield Rd | 34J | 76248 | 100N-599N |
| Keller | 34S | 76248 | 100S-1399S |
| Kelley Ct | 18N | 76020 | 1900-1999 |
| Pelican Bay | | | |
| Kelley Dr | 108M | 76140 | 800-1099 |
| Everman | | | |
| Kellis St | 93Q | 76119 | 3300E-3699E |
| W fr 5000 Shackleford St | | | |
| 3 S of 4200 Martin Ave. | 93H | 76119 | 4200E-4299E |
| 1 S of 4600 Martin Ave | 93E | 76119 | 4300E-4599E |
| E & W fr 4300 Hemphill | 91J | 76115 | 100W-999W |
| Kelly Cir | 56R | 76040 | 1-199 |
| Euless | | | |
| Kelly Ct | 66R | 76112 | 400-599 |
| N fr 7500 Lowery Rd | | | |
| Kelly St | 77M | 76104 | 1900-1999 |
| 2 N of 1900 E. Maddox Ave | | | |
| Kelly Elliott Rd | 96J | 76018 | 4200-4299 |
| Arlington | 96S | 76017 | 4300-5899 |
| | 108A | 76017 | 5900-6599 |
| Kelly-Glenn Ln | 95X | 76017 | 4100-4299 |
| Arlington | | | |
| Kelly Hill Dr | 95S | 76017 | 5200S-5299S |
| Arlington | | 76017 | 4300W-4399W |
| Kelly Perkins Rd | 96L | 76016 | 3800-4299 |
| Arlington | 95P | 76017 | 4300-5599 |
| Kelly Terrace | 83T | 76010 | 500E-699E |
| Arlington | | 76010 | 1400S-1699S |
| Kelsey St | 92M | 76119 | 3900-4399 |
| 1 N of 3900 Mansfield Hwy | | | |
| Kelsey Ct | 40H | 76051 | 3600-4099 |
| Grapevine | | | |
| Kelsey Ln | 95P | 76017 | 4500-4899 |
| Arlington | | | |
| Kelton St | 104F | 76133 | 2500-2599 |
| 4 N of 2500 Sycamore School Rd | | | |
| Kelvin Ave | 88Z | 76133 | 3100-3699 |
| E & W fr 6000 Vega Dr | | | |
| Kemble Ct | 85X | 76103 | 1800-1899 |
| N of 4500 Meadowbrook Dr | | | |
| Kemble St | 86W | 76103 | 4500-5099 |
| N of 4500 Meadowbrook Dr | | | |
| Kemp Ct | 124B | 76063 | 400-499 |
| Mansfield | | | |
| Kemp Dr | 97Y | 76018 | 5200-5299 |
| Arlington | | | |
| Kemp Rd | 67A | 76118 | 9200-9299 |
| N fr 2900 Precinct Line Rd | | | |
| Kemper Ave | 118K | 76036 | 500-699 |
| Crowley | | | |
| Kemper Dr | 124H | 76063 | 900-999 |
| Mansfield | | | |
| Ken Ave | 108A | 76017 | 6000-6299 |
| Arlington | | | |
| Kendal Dr | 124D | 76063 | 1400-1499 |
| Mansfield | | | |
| Kender Ln | 73C | 76108 | 8100-8699 |
| White Settlement | | | |
| Kendolph St | 348H | 76201 | 900-1099 |
| Denton | | 76205 | 1100-2399 |
| Kendra Ln | 38E | 76180 | 7900-8099 |
| North Richland Hills | | | |
| Kenilworth Dr | 108C | 76017 | 3200W-3299W |
| Arlington | | 76017 | 6000S-6199S |
| Kenley St | 75P | 76107 | 1600-4199 |
| N & S fr 4800 West Frwy | | | |
| Ken Michael Ct | 51M | 76180 | 4200-4499 |
| North Richland Hills | | | |
| Kennedale St | 93T | 76140 | 5400-5499 |
| Unincorporated...Tarrant County | | | |
| Kennedale-Little School Rd | | | |
| Kennedale | 108F | 76060 | 100-1099 |
| Kennedale-Nine Hope Rd | 107V | 76140 | 9200-10499 |
| N fr Dick Price Rd | | | |
| Kennedale Sublett Rd | 108A | 76140 | 300-1299 |
| Kennedale | | | |
| Kennedy Ct | 36Z | 76148 | 6400-6599 |
| Watauga | | | |
| Kennedy St | 35W | 76148 | 5600-5799 |
| Watauga | | | |
| Kennedy Dr | 99T | 76011 | 2100-2199 |
| Arlington | | | |
| Kennedy St | 77C | 76102 | 1300-1699 |
| 1 N of 1500 E. Lancaster Ave | | | |
| Kenney St | 107D | 76060 | 300S-399N |
| Kennedale | | | |
| Kenneth Dr | 55R | 76040 | 1-199 |
| Euless | | | |
| Kennington Dr | 99Q | 76012 | 2300-2399 |
| Arlington | | | |
| Kens Ln | 38J | 76180 | 7400-7499 |
| North Richland Hills | | | |
| Kenshire Dr | 99R | 76126 | 100-499 |
| Benbrook | | | |
| Kenshire Dr | 40F | 76034 | 6200-6299 |
| Colleyville | | | |
| Kensinger Ct | 41Y | 76039 | 300-499 |
| Euless | | | |
| Kensington Ct | 93R | 76016 | 4700-4799 |
| Arlington | | | |
| Kensington Ct | 39Z | 76021 | 900-999 |
| Bedford | | | |
| Kensington Dr | 79P | 76110 | 1900-2499 |
| 2 W of 2000 Forest Park Blvd | | | |
| Kensington Ln | 124E | 76063 | 700-799 |
| Mansfield | | | |
| Kensington Pl | 40U | 76034 | 2500-2699 |
| Colleyville | | | |

* See Detail Map Section



BEST COPY AVAILABLE

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| **Raintree Ct** | 82E | 76012 | 600-699 |
| Arlington | | | |
| **Raintree Ct** | 40Z | 76021 | 3000-3099 |
| Bedford | | | |
| **Raintree Dr** | 647K | 75028 | 3900E-4099E |
| Flower Mound | 647P | 75028 | 3400N-3899N |
| | | 75028 | 3200W-3399W |
| **Raintree Dr** | 38D | 76092 | 2400-2899 |
| Southlake | | | |
| **Raintree Pl** | 647K | 75028 | 6600-6699 |
| Flower Mound | | | |
| **Raintree Rd** | 66B | 76103 | 700-999 |
| N of 4600 Bridge St | | | |
| **Rainwood Ct** | 110A | 76017 | 2100-2199 |
| Arlington | | | |
| **Raleigh Cir** | 83R | 76010 | 800-899 |
| Arlington | | | |
| **Rall Cir** | 66X | 76132 | 7500-7599 |
| 1 S of 7500 Dutch Branch Rd | | | |
| **Rall Ct** | 96Q | 76015 | 3400-3499 |
| Arlington | | | |
| **Ralph St** | 59U | 76106 | 100-499 |
| White Settlement | | | |
| **Ramada Dr** | 22M | 76248 | None |
| Unincorporated...Tarrant County | | | |
| **Rambler Ct** | 97C | 76014 | 1500-1599 |
| Arlington | | | |
| **Rambler Rd** | 97C | 76014 | 1200-1599 |
| Arlington | | | |
| **Ramblewood Cir** | 97E | 76014 | 3100-3299 |
| Arlington | | | |
| **Ramble Wood Trail** | 102B | 76132 | 7500-7699 |
| 3 N of 6300 Dirks Blvd | | | |
| **Rambling Ct** | 55H | 76039 | 300-399 |
| Euless | | | |
| **Rambling Ln** | 55H | 76039 | 200-499 |
| Euless | | | |
| **Rambling Creek Ct** | 95J | 76016 | 4300-4399 |
| Arlington | | | |
| **Rambling Creek Dr** | 95J | 76016 | 4300-4499 |
| Arlington | | | |
| **Ramey Ave** | 78R | 76105 | 3700-4899 |
| E & W fr 2300 | 79P | 76105 | 4900-5499 |
| Miller Ave | 80N | 76112 | 5500-6599 |
| **Ramey Cir** | 347H | 76205 | 1300-1499 |
| Denton | | | |
| **Ramey Dr** | 97G | 76014 | 3400-3499 |
| Arlington | | | |
| *Ramhead Dr | 66N | 76112 | 6700-6799 |
| W fr E Loop 820 | | | |
| **Ramhorn Hill** | 3A | 76071 | None |
| Newark | | | |
| **Ramona Dr** | 73R | 76116 | 3000-3799 |
| 3 W of 3200 Alta Mere Dr | | | |
| **Ramoe Dr** | 96F | 76015 | 3500S-3599S |
| Arlington | | 76015 | 1600W-1699W |
| **Rampart St** | 79G | 76103 | 600-699 |
| 1 S of 3300 E. Lancaster Ave | | | |
| **Ramsey Ave** | 77T | 76104 | 400E-1399E |
| E & W fr 2400 South Frwy | | | |
| W fr 2300 S. Main St | 77S | 76110 | 100W-599W |
| **Ramsgate Ct** | 81W | 76013 | 4500-4699 |
| Arlington | | | |
| **Ramsgate Ct** | 40T | 76034 | 4400-4699 |
| Colleyville | | | |
| **Ran Ln** | 81T | 76013 | 2100-2199 |
| Arlington | | | |
| **Rana Dr** | 81T | 76013 | 4000-4099 |
| Arlington | | | |
| **Ranch Ln** | 81B | 76112 | 1700-2099 |
| N fr 8400 Meadowbrook Dr | | | |
| **Ranch Rd** | 51A | 76148 | 5900-5999 |
| Haltom City | | | |
| **Ranch Rd** | 647A | 75028 | 7500-7899 |
| Flower Mound | | | |
| **Ranchero Ct** | 94V | 76017 | 5700-5799 |
| Arlington | | | |
| **Ranchland Rd** | 646H | 75028 | 4200-4699 |
| Flower Mound | | | |
| **Rancho Dr** | 48A | 76179 | 200-299 |
| Saginaw | | | |
| **Rancho Dr** | 22V | 76248 | 1-99 |
| Unincorporated...Tarrant County | | | |
| **Ranch Oak Dr** | 1U | 76020 | 1-99 |
| Unincorporated...Tarrant County | | | |
| **Ranchogrande Dr** | 94Y | 76017 | 5700-5799 |
| Arlington | | | |
| **Rancho Grande Trail** | 23N | 76248 | 200-299 |
| Keller | | | |
| **Rancho Vista** | 548W | 75067 | 100-299 |
| Double Oak | | | |
| **Ranch View Ct** | 86A | 76109 | 3400-3499 |
| N of 5000 S. Bellaire Dr | | | |
| **Ranch View Rd** | 86B | 76109 | 4000-5099 |
| E & W fr 3800 S. Hulen St | | | |
| **Ranch View Terrace** | 86A | 76109 | 3500-3599 |
| S fr 5000 S. Bellaire Dr | | | |
| **Rand Ct** | 118Z | 76028 | 700-799 |
| Burleson | | | |
| **Rand Dr SW** | 118Z | 76028 | 100-599 |
| Burleson | | | |
| **Rand St** | 78D | 76103 | 300-499 |
| N & S fr 4400 Meadowbrook Dr | | 76103 | 1800-2699 |
| *Randall Way | 73J | 76116 | 2800-2899 |
| S fr 9000 N. Normandale St | | | |
| **Randall Ave** | 90T | 76134 | 5500-5599 |
| 1 W of Crowley Rd | 90X | 76134 | 5900-5999 |
| **Randle Dr** | 52P | 76180 | 7800-7899 |
| North Richland Hills | | | |
| **Randle Ln** | 16G | 76179 | None |
| Unincorporated...Tarrant County | | | |
| **Randol Dr** | 52E | 76180 | 5400-5499 |
| North Richland Hills | | | |
| **Randol Crossing Ln** | 67Y | 76112 | 1400-1499 |
| N fr Meadowbrook Dr | | | |
| **Randol Mill Ave** | | | |
| Southlake | 24M | 76092 | 100-299 |
| Unincorporated...Tarrant County | | | |
| | 24D | 76092 | 300-1299 |
| | 11W | 76092 | 1300-1899 |
| | | 76262 | 100-299 |
| **Randol Mill Rd** | | | |
| Arlington | 83B | 76011 | 100E-2099E |
| | 84B | 76011 | 2100E-3899E |
| | 83B | 76011 | 100W-699W |
| | 82D | 76012 | 700W-2599W |

(continued next column)

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| | 68W | 76012 | 2600W-2999W |
| Fort Worth | 65R | 76112 | 5100-6299 |
| | 66N | 76112 | 6300-7799 |
| | 67P | 76112 | 7800-8699 |
| | 67Y | 76112 | 8700-9099 |
| **Randol Mill Park Rd** | 84X | 76012 | 1100-1699 |
| Arlington | | | |
| **Randolph Ct** | 80Z | 76114 | 5700-5799 |
| Wesworth Village | | | |
| **Randolph St** | 83Q | 76010 | 1300-1499 |
| Arlington | | | |
| **Random Rd** | 31M | 76179 | 8800-8999 |
| Unincorporated...Tarrant County | | | |
| **Randy Ct** | 106Z | 76063 | 2300-2399 |
| Mansfield | | | |
| **Randy Dr** | 81T | 76013 | 4000-4099 |
| Arlington | | | |
| **Randy Dr** | 117L | 76036 | 100-499 |
| Crowley | | | |
| **Randy Dr** | 36U | 76180 | 8400-8599 |
| North Richland Hills | | | |
| **Randy Ln** | 120P | 76028 | 12100-12199 |
| Unincorporated...Tarrant County | | | |
| **Randy Snow Rd** | 66U | 76011 | 1900-2299 |
| Arlington | | | |
| **Ranger Dr** | 50C | 76137 | 100-199 |
| Haltom City | | | |
| **Ranger St** | 55Q | 76040 | 700-899 |
| Euless | | | |
| **Ranier Ct** | 86G | 76109 | 4000-4399 |
| 1 W of 4300 Trail Lake Dr | | | |
| **Ranier Ct** | 548S | 75067 | None |
| Highland Village | | | |
| **Rankin** | 448N | 76205 | 500-699 |
| Unincorporated...Denton County | | | |
| **Rankin Dr** | 53R | 76022 | 600-999 |
| Bedford | | | |
| **Rankin St** | 45P | 76135 | 4200-4499 |
| Lakeside | | | |
| **Ranney** | 548Q | 75067 | 100-199 |
| Highland Village | | | |
| **Ransom Terrace** | 79R | 76112 | 1600-2199 |
| S of 5800 E. Rosedale St | | | |
| **Ranya** | 98W | 76048 | None |
| Unincorporated...Tarrant County | | | |
| **Raper Blvd** | 81U | 76013 | 2100-2299 |
| Pantego | | | |
| **Raphael St** | 76Y | 76119 | 3700-3999 |
| S fr 5600 E. Berry St | | | |
| **Rapp Rd** | 23Y | 76248 | 200-1199 |
| Keller | | | |
| **Rashti Ct** | 86D | 76109 | 3500-3599 |
| E fr 3800 Trail Lake Dr | | | |
| **Ratliff Ridge Ct** | 68S | 76012 | 1800-1899 |
| Arlington | | | |
| **Raton Dr** | 73M | 76116 | 2800-3099 |
| 3 E of 2800 Cherry Ln | | | |
| **Raton Dr** | 97V | 76018 | 1600-1699 |
| Arlington | | | |
| **Raton Ln** | 65V | 76112 | 5900-5999 |
| NE fr 1000 Oakland Hills Blvd | | | |
| **Rattikin Rd** | 78W | 76105 | 2400-2599 |
| W fr 3700 Mitchell Blvd | | | |
| **Raven Ct** | 36Y | 76021 | 500-599 |
| Colleyville | | | |
| **Raven Ct** | 25B | 76092 | 900-999 |
| Southlake | | | |
| **Raven Bend Ct** | 25B | 76092 | 9000-1099 |
| Southlake | | | |
| **Ravenhill Ln** | 95L | 76016 | 4200S-4299S |
| Arlington | | 76016 | 3800W-3799W |
| **Ravensway Dr** | 66R | 76126 | 9700-9999 |
| Benbrook | | | |
| **Ravenswood Dr** | 66Z | 76112 | 6100-6699 |
| E & W fr 1400 Oak Hill Rd | | | |
| **Ravenswood Dr** | 82N | 76013 | 600-1799 |
| Arlington | | | |
| **Ravenswood Dr** | 53L | 76022 | 1300-1399 |
| Bedford | | | |
| **Ravenswood Dr** | 27G | 76051 | 800-999 |
| Grapevine | | | |
| **Ravenswood Dr, N** | 53L | 76022 | 1-199 |
| Bedford | | 76022 | 1800-1899 |
| **Ravenya St** | 32Z | 76179 | 5900-5999 |
| E fr 8500 Bob Hanger St | | | |
| **Ravine Cir** | 82A | 76012 | 2000-2099 |
| Arlington | | | |
| **Ravine Dr** | 82A | 76012 | 2000-2299 |
| Arlington | | | |
| **Ravine Rd** | 78F | 76105 | 600-799 |
| N fr 2800 E. Vickery Blvd | | | |
| **Rawhide Dr** | 94Z | 76017 | 5000-5199 |
| Arlington | | | |
| **Rawleigh Dr** | 100K | 76126 | None |
| Unincorporated...Tarrant County | | | |
| **Rawlings Ct** | 646B | 75028 | 5300-5399 |
| Flower Mound | | | |
| **Rawlings St** | 646B | 75028 | 5400-5499 |
| Flower Mound | | | |
| **Ray Ct** | 64C | 76117 | 3100-3199 |
| Haltom City | | | |
| **Ray Dr** | 64C | 76117 | 3100-3199 |
| Haltom City | | | |
| **Ray St** | 83N | 76010 | 100-299 |
| Arlington | | | |
| **Ray Alvin Dr** | 92E | 76119 | 4800-5099 |
| N fr 2800 Mansfield Hwy | | | |
| **Rayborn Dr** | 83U | 76010 | 1800-2099 |
| Arlington | | | |
| **Rayburn Ct** | 90W | 76133 | 6100-6199 |
| SE fr 3200 Kelvin Ave | | | |
| **Rayburn Dr** | 90W | 76133 | 5700-6099 |
| NW fr 3200 Kelvin Ave | | | |
| **Raydon Dr** | 82P | 76013 | 1700-1899 |
| Arlington | | | |
| **Ray Knebbs** | 348A | 76201 | None |
| Denton | | | |
| **Raymond E** | 2F | 76071 | None |
| Unincorporated...Wise County | | | |
| **Raymond W** | 2F | 76071 | None |
| Unincorporated...Wise County | | | |
| **Raymond Ave** | 59T | 76108 | 7800-9099 |
| White Settlement | 59S | 76108 | 9200-9299 |
| **Raymond Ct** | 92V | 76119 | 3900-3999 |
| Forest Hill | | | |

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| **Rayner St** | 63U | 76111 | 100N-299N |
| N fr 2500 E. 1st St | | | |
| S fr 2500 E. 4th St | | 76111 | 300S-498S |
| **Raymorwood Ct** | 98E | 76015 | 3500-3599 |
| Arlington | | | |
| **Ray Simon Dr** | 63A | 76106 | 3000-3399 |
| 1 W of 3000 North Frwy | | | |
| **Ray White Rd** | | | |
| Fort Worth | 38M | 76137 | 7500-7699 |
| | 39C | 76248 | 8300-8699 |
| | 22Y | 76248 | 9000-9599 |
| | 22Q | 76248 | None |
| Unincorporated...Tarrant County | | | |
| | 38M | 76137 | 7600-8299 |
| | 22Y | 76248 | 9600-9799 |
| | 22Q | 76248 | None |
| *Reading Rd | 66U | 76011 | 2200-2299 |
| Arlington | | | |
| **Rexford Dr** | 64B | 76117 | 4400-4799 |
| Haltom City | | | |
| **Reagan Dr** | 73V | 76116 | 3200-4099 |
| N & S fr 7600 Bankhead Hwy | | | |
| **Reagan Dr** | 39K | 76034 | 5400-5799 |
| Colleyville | | | |
| **Realistic Ct** | 54F | 76021 | 1800-1899 |
| Bedford | | | |
| **Realistic Dr** | 54F | 76021 | 1900-1999 |
| Bedford | | | |
| **Reaves Ct** | 55Q | 76040 | 100-399 |
| Euless | | | |
| **Reaves Ln** | 53T | 76053 | 100-199 |
| Hurst | | | |
| **Rebe Ct** | 91K | 76115 | 1100-1199 |
| 1 S of 1100 E. Seminary Dr | | | |
| **Rebecca Ln** | 97C | 76014 | 1200-1599 |
| Arlington | | | |
| **Rebecca Ln** | 37X | 76148 | 6300-6499 |
| Watauga | | | |
| **Rebel Rd** | 92Y | 76140 | 6900-6999 |
| Forest Hill | | | |
| **Rector Ave** | 90N | 76133 | 4300-5299 |
| S fr 3000 W. Seminary Dr | | | |
| **Red Bark Ct** | 29Z | 76020 | None |
| Unincorporated...Tarrant County | | | |
| **Red Birch Dr** | 97S | 76018 | 5100-5199 |
| Arlington | | | |
| **Redbird E** | 120Q | 76028 | None |
| Unincorporated...Tarrant County | | | |
| **Redbird W** | 120Q | 76028 | None |
| Unincorporated...Tarrant County | | | |
| **Redbird Ct** | 52B | 76180 | 8200-8299 |
| North Richland Hills | | | |
| **Red Bird Ln** | 13B | 76051 | 2900-3699 |
| Grapevine | | | |
| **Red Bird Ln** | 548M | 75087 | 300-399 |
| Highland Village | | | |
| **Red Bird Ln** | 80V | 76114 | 100-299 |
| Wesworth Village | | | |
| **Red Bird Ln** | 120L | 76028 | None |
| Unincorporated...Tarrant County | | | |
| **Redbird Ln N** | 29Q | 76020 | 100-199 |
| Azle | | | |
| **Redbird Terrace** | 15V | 76020 | 1200-1299 |
| Pelican Bay | | | |
| **Redbrook Dr** | 99E | 76014 | 2300-2499 |
| Arlington | | | |
| **Red Bud** | 448K | 76201 | None |
| Unincorporated...Denton County | | | |
| **Redbud Ct** | 82C | 76012 | 1000-1199 |
| Arlington | | | |
| **Redbud Dr** | 82C | 76012 | 1200-1399 |
| Arlington | | | |
| **Red Bud Dr** | 19W | 76020 | 500-1299 |
| Azle | | | |
| **Red Bud Dr** | 647T | 75028 | 6400-6699 |
| Flower Mound | | | |
| **Redbud Dr** | 53S | 76053 | 100E-699E |
| Hurst | 52V | 76053 | 100W-1399W |
| **Redbud Dr** | 23L | 76248 | 600-699 |
| Keller | | | |
| **Redbud Dr** | 29W | 76020 | 2000-2199 |
| Unincorporated...Parker County | | | |
| **Redbud Dr** | 37L | 76148 | 6600-6699 |
| Watauga | | | |
| **Red Bud Ln** | 61W | 76114 | 5100-5399 |
| 3 S of 5100 White Settlement Rd | | | |
| **Red Bud Ln** | 41X | 76039 | 1700-1999 |
| Euless | | | |
| **Red Bud Ln** | 26A | 76051 | 500-899 |
| Grapevine | | | |
| **Red Bud Ln** | 43M | 76135 | None |
| Unincorporated...Tarrant County | | | |
| **Red Bud St** | 117M | 76036 | 800-999 |
| Crowley | | | |
| **Red Bud Cove** | 646C | 75028 | 1-99 |
| Flower Mound | | | |
| **Red Bud Trail** | 78S | 76105 | 2100-2299 |
| W fr 2700 Cobb Park Dr | | | |
| **Red Cactus Ct** | 94V | 76017 | 5700-5799 |
| Arlington | | | |
| **Red Cardinal Ln** | 61S | 76114 | 5500-5699 |
| S fr 5800 Sam Calloway Rd | | | |
| **Red Cedar Ln** | 83B | 76011 | 1100-1199 |
| Arlington | | | |
| **Red Coat Ln** | 111E | 76018 | 400-699 |
| Arlington | | | |
| **Red Cypress Ct** | 68T | 76012 | 1900-1999 |
| Arlington | | | |
| **Redding Ct** | 110H | 76017 | 6400-6499 |
| Arlington | | | |
| **Redfield Dr** | 103F | 76133 | 7300-7399 |
| S fr Kingswood Dr | | | |
| **Redford Ct** | 124D | 76063 | 1-99 |
| Mansfield | | | |
| **Redford Ln** | 59W | 76108 | 200N-699S |
| White Settlement | | | |
| **Red Fox Trail** | 36V | 76137 | 6800-7099 |
| S fr Longshaw Dr | | | |
| **Redhaw Ct** | 118Z | 76028 | 100-199 |
| Burleson | | | |
| **Red Hawk Dr** | 96B | 75051 | 2900-3099 |
| Grand Prairie | | | |



BEST COPY AVAILABLE

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| Shady Trail<br>Flower Mound | 648R | 75028 | 3300-3599 |
| Shady Trail<br>Unincorporated...Denton County | 548M | 75067 | None |
| Shady Turf Ct<br>Bedford | 54Q | 76022 | 2600-2699 |
| Shady Turf Rd<br>Bedford | 54Q | 76022 | 2300-2599 |
| Shady Valley Ct<br>Arlington | 81T | 76013 | 4000-4199 |
| Shady Valley Ct<br>Mansfield | 134Q | 76063 | 1-99 |
| Shady Valley Dr<br>Arlington | 81T | 76013 | 3800-4199 |
| Pantego | 81U | 76013 | 3500-3599 |
| Shady Valley Dr<br>Benbrook | 73Y | 76116 | 4800-4799 |
| Shady Valley Dr<br>Mansfield | 134Q | 76063 | 200-399 |
| Shady View Ct<br>Arlington | 81Y | 76013 | 2200-2299 |
| Shady View Dr<br>Bedford | 53H | 76021 | 1100-1199 |
| Shadywray Dr<br>Arlington | 97U | 76018 | 4700-4899 |
| Shady Willow Ct<br>Bedford | 53D | 76021 | 2300-2399 |
| Shadywood<br>Denton | 347M | 76201 | None |
| Shadywood Ct<br>Arlington | 81D | 76012<br>76012 | 900N-1099N<br>2200W-2299W |
| Shadywood Dr<br>S fr McPherson Rd | 105Z | 76028 | 10500-10899 |
| Shadywood Dr<br>Bedford | 53H | 76021 | 1900-1999 |
| Shadywood Ln<br>Colleyville | 40R | 76034 | 4400-4899 |
| Shafer Pl<br>Unincorporated...Tarrant County | 98X | 76048 | None |
| Shafstall Rd<br>Burleson | 118A-T | 76028 | 100-399 |
| Shagbark Ct<br>W of N. Beach St | 38N | 76137 | 4000-4099 |
| *Shagbark Ln<br>Arlington | 84W | 76010 | 2100-2199 |
| Shagbark St<br>W of N. Beach St | 38N | 76137 | 4000-4299 |
| *Shalako Dr<br>E fr W.Normandale St | 73J | 76116 | 2900-2999 |
| *Shalako Pass<br>S of 9100 N.Normandale St | 73J | 76116 | 9100-9199 |
| Shallow Dr<br>Benbrook | 88C | 76109 | 5600-5699 |
| Shallow Run<br>Benbrook | 88C | 76109 | 5800-5899 |
| Shallow Water Ct<br>S of John T White Rd | 98V | 76112 | 7800-7899 |
| Shalon Ave<br>N of 5300 E. Lancaster Ave | 79G | 76112 | 2400-2499 |
| Shamrock Ave<br>3 N of 2700 White Settlement Rd | 92T | 76107 | 2400-3199 |
| Shamrock Ct<br>Forest Hill | 92T | 76119 | 6200-6299 |
| Shamrock Ct<br>North Richland Hills | 82B | 76180 | 5800-5899 |
| Shamrock Dr<br>Arlington | 94L | 76016<br>76016 | 4100S-4199S<br>5900W-5999W |
| Shamrock Dr<br>Burleson | 118A-C | 76028 | 500-599 |
| Shamrock Ln<br>Forest Hill | 92T | 76119 | 3200-3599 |
| Shamrock Bend Ln<br>Arlington | 86Z | 76012 | 1500-1599 |
| Shana Ct<br>Arlington | 97F | 76014 | 1000-1099 |
| Shane Dr<br>Haltom City | 84B | 76117 | 3000-3199 |
| Shannon Ct<br>Unincorporated...Tarrant County | 121S | 76028 | None |
| Shannon Dr<br>4 NE of 4400 Southwest Blvd | 74T | 76116 | 3800-4299 |
| Shannon Dr<br>Lewisville | 548Z | 75067 | None |
| Shannon Ln<br>Bedford | 54N | 76022 | None |
| Shannon Ln<br>Highland Village | 548S | 75067 | None |
| Shannon Ln<br>North Richland Hills | 52F | 76180 | 7900-7999 |
| Shannon St<br>Grapevine | 27C | 76051 | 1300-1399 |
| Shannon Creek Dr<br>Mansfield | 134B | 76063 | 900-999 |
| Sharon Dr<br>Corinth | 449E | 76205 | 1800-1999 |
| Sharon Dr<br>Haslet | 6Z | 76052 | None |
| Sharon Rd<br>E fr 4700 Westridge Ave | 74V | 76116 | 6100-6199 |
| Sharon St<br>Arlington | 83L | 76010 | 1800-1799 |
| Sharondale Dr<br>Unincorporated...Tarrant County | 118V | 76036 | None |
| Sharondale St<br>E & W fr 5200 James Ave | 80Q<br>80W | 76115<br>76115 | 800-1699<br>5400-5499 |
| Sharon Lee Dr<br>Arlington | 108R | 76017 | 7300-7899 |
| Sharp St<br>Mansfield | 134X | 76063 | None |
| Sharpshire Ln<br>Arlington | 99E | 76014 | 2000-2399 |
| *Sharpview Ct<br>S of Calmont Ave | 73J | 76116 | 2800-2899 |
| *Sharpview Dr<br>S of Calmont Ave | 73J | 76116 | 8800-8999 |
| Shasta Ct<br>S of 6000 McCart Ave | 99X | 76133 | 2600-2699 |
| Shasta Ct<br>Highland Village | 548P | 75067 | None |
| Shasta Dr<br>Trophy Club | 10F | 76262 | 1-99 |
| Shasta Trail<br>S of 6000 McCart Ave | 99X | 76133 | 6300-6499 |
| Shauna Dr<br>North Richland Hills | 81L | 76180 | 6700-7199 |

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| Shavano Ct<br>Arlington | 68J | 76006 | 2700-2799 |
| Shaw St<br>E fr 3200 Evans Ave | 77X | 76104 | 900E-1299E |
| E & W fr 3200 S. Main St | 77W | 76110 | 700E-999W |
| E & W fr 3200 Hemphill | 76Z | 76110 | 800W-1399W |
| E & W fr 3200 S. 8th Ave | 76Y | 76110 | 1500W-2399W |
| Shawn Ct<br>Arlington | 97F | 76014 | 500-599 |
| Shawnee St<br>Denton | 346N | 76201 | 1700-2199 |
| Shawnee Trail<br>Flower Mound | 648F | 75028 | 9100-9599 |
| Shawnee Trail<br>Keller | 22V | 76248 | 200-399 |
| Shawnee Trail<br>Lake Worth | 88D<br>46W | 76135<br>76135 | 2900-3299<br>3300-4099 |
| Shaye Ln<br>S of 7300 Meadowbrook Dr | 80Q | 76112 | 2800-2899 |
| Shea Ct<br>Arlington | 97F | 76014 | 3400-3499 |
| Shear Dr<br>River Oaks | 61T | 76114 | 4800-4899 |
| Sheehan Ct<br>Arlington | 82F | 76012 | 1800-1899 |
| Sheffield Ct<br>Arlington | 81L | 76013 | 3500-3599 |
| Sheffield Ct<br>Flower Mound | 648X | 75028 | None |
| Sheffield Ct<br>Mansfield | 110Z | 76063 | None |
| Sheffield Dr<br>W fr 7000 South Frwy | 105A | 76134 | 100-499 |
| Sheffield Dr<br>Arlington | 81L | 76013 | 3100-3599 |
| Sheffield Ln<br>Flower Mound | 648X | 75028 | None |
| Sheffield Pl<br>N fr 6500 Pranwood Terrace | 66W | 76112 | 1600-1899 |
| Sheffield St<br>Grapevine | 13W | 76051 | 1900-1999 |
| Shella Ct<br>Pelican Bay | 15R | 76020 | 1600-1699 |
| Shella Dr<br>Pelican Bay | 15R | 76020 | 1600-1899 |
| Shellagh Pl<br>Unincorporated...Tarrant County | 98X | 76048 | None |
| Shelley Dr<br>1 N of 3700 Trail Lake Dr | 88D | 76109 | 3600-3699 |
| Shelley Ln<br>N of State Hwy 199 | 45F | 76135 | 8500-8699 |
| Shelley Rd<br>Everman (odd) | 106P | 76140 | 301-1099 |
| Fort Worth (even) | 106P | 76140 | 300-1098 |
| | 106R | 76140 | None |
| Unincorporated...Tarrant County | 107S | 76140 | None |
| | 107T | 76119 | None |
| Sheldon Ct<br>Highland Village | 548P | 75067 | None |
| Shell Ct<br>Bedford | 54N | 76022 | 900-999 |
| Shellbrook Ave<br>3 S of 3800 South Dr | 89M | 76109 | 3800-3899 |
| Shellbrook Ct<br>Arlington | 94Q | 76016 | 3300-3399 |
| Shelley Ct<br>Arlington | 66R | 76012 | 1000-1099 |
| Shelley Dr<br>Arlington | 66R | 76012 | 900-999 |
| Shelman Trail<br>N of 6900 Meadowbrook Dr | 80B | 76112 | 1800-2199 |
| Shelmar Ct<br>Arlington | 83Y | 76014 | 1800-1899 |
| Shelmar Dr<br>Arlington | 83Y | 76014 | 1200-1599 |
| Shelmar Ln<br>Euless | 41Y | 76039 | 100-899 |
| Shelterwood Ln<br>Arlington | 94C | 76016 | 2700-2899 |
| Shelton Dr<br>1 N of 5900 Meadowbrook Dr | 79D | 76112 | 5700-6199 |
| Shelton Dr<br>E fr 2200 Cooks Ln | 61A | 76112 | 6000-6299 |
| Shelton Dr<br>Colleyville | 39G | 76034 | 400-699 |
| Shelton St<br>Arlington | 82K | 76013 | 600-799 |
| Shenandoah Ave<br>Grapevine | 27B | 76051 | 1900-2099 |
| Shenandoah Ct<br>Bedford | 38X | 76021 | 300-399 |
| Shenandoah Ct<br>Burleson | 118Y | 76028 | 500-599 |
| Shenandoah Ct<br>Highland Village | 548P | 75067 | None |
| Shenandoah Dr<br>Arlington | 97F | 76014<br>76014 | 900E-1099E<br>2700S-3199S |
| Shenandoah Dr<br>Bedford | 53B | 76021 | 3100-3199 |
| Shenandoah Dr<br>Euless | 41Y | 76039 | 200-1999 |
| Shenandoah Dr<br>Forest Hill | 92Y | 76140 | 6900-6999 |
| Shenandoah Ln<br>Flower Mound | 648T | 75028 | None |
| Shenandoah Pl<br>Colleyville | 40Q | 76034 | 2800-2999 |
| Shenandoah Rd<br>2 W of 2800 Cherry Ln | 73L | 76116 | 2700-2999 |
| E fr 3000 Cherry Ln | 73M | 76116 | 7800-7899 |
| Shenna Blvd<br>River Oaks | 61L | 76114 | 1300-1699 |
| Shepheard Dr<br>S fr 5000 Montrose Dr | 61F | 76114 | 1800-1899 |
| Shepherd<br>Forest Hill | 92P | 76119 | 3200-3399 |
| Shepherd Oaks Cir<br>N fr Edenville Rd | 66Y | 76112 | 7300-7399 |
| Shepherd Oaks Ct<br>N of Edenville Rd | 66Y | 76112 | 1400-1499 |
| Sheppard Ct<br>Hurst | 52T | 76053 | 400-499 |
| Sheppard Dr,N<br>Euless | 56K | 76039 | 100-399 |
| Sheppard Dr, S<br>Euless | 56K | 76040 | 100-299 |

| STREET | MAP | ZIP CODE | BLOCK |
|---|---|---|---|
| Sheraton Dr<br>S fr 4700 Ramey Ave | 79N | 76105 | 2400-2599 |
| Sheraton Pl<br>Denton | 347H | 76201 | 100-199 |
| Sheraton Rd<br>Denton | 347H | 76201 | 2400-3699 |
| Sherbrooke Dr<br>Grand Prairie | 98U | 76052 | None |
| Sherbrooke Ln<br>Mansfield | 134F | 76063 | 900-999 |
| Sherborne Dr<br>Arlington | 99B | 76018 | 5200-5399 |
| Sheri Ct<br>Pelican Bay | 15V | 76020 | 1600-1699 |
| Sheri Ln<br>Hurst | 53P | 76053 | 100-499 |
| Sheri Ln N<br>Pelican Bay | 15V | 76020 | 1300-1599 |
| Sheri Ln S<br>Pelican Bay | 15V | 76020 | 1400-1599 |
| Sheri Ln<br>Roanoke | 10B | 76262 | None |
| Sheridan Cir<br>W fr 8600 Sheridan Rd | 105A | 76134 | 8500-8699 |
| *Sheridan Cir<br>Arlington | 94T | 76119 | 8500-8699 |
| Sheridan Ct<br>Arlington | 98U | 76017<br>76017 | 6000S-6099S<br>3400W-3499W |
| Sheridan Ct<br>North Richland Hills | 80V | 76117 | 3700-3799 |
| Sheridan Dr<br>North Richland Hills | 80V | 76117 | 3600-3799 |
| Sheridan Rd<br>S fr 200 Highland Terrace, N | 91W | 76134 | 6400-6599 |
| N & S fr 200 Sycamore School Rd | 105E | 76134 | 6600-7999 |
| Sheridan Rd, N<br>1 W of 6300 Old Hemphill Rd | 91W | 76134 | 200-299 |
| Sherman Ave<br>NE fr 3400 Azle Ave | 47U | 76106 | 2900-3699 |
| Sherman Ave<br>Fort Worth | 47Y | 76106 | 2900-3699 |
| Saraom Park | 47X | 76106 | 2300-2699 |
| Sherman Dr<br>Denton | 347M<br>346A | 76201<br>76201 | 100E-1699E<br>1700E-3299E |
| | 347P | 76201 | 100W-899W |
| Sherman Dr<br>Mansfield | 134X | 76063 | None |
| Sherman Rd<br>Grand Prairie | 84M | 75051 | 1800-3199 |
| Sherman St<br>Arlington | 82Q | 76012 | 1500-1599 |
| Sherri Ln<br>Flower Mound | 14A | 75028 | None |
| Sherri Ln<br>North Richland Hills | 38U | 76180 | 6500-6799 |
| Sherri Oak Ln<br>Arlington | 81H | 76012<br>76012 | 900N-999N<br>2800W-2999W |
| Sherry Ct<br>White Settlement | 73F | 76108 | 1800-1899 |
| Sherry Dr<br>Unincorporated...Parker County | 29J | 76020 | 700-799 |
| Sherry Dr<br>White Settlement | 73F | 76108 | 8600-8699 |
| Sherry St<br>Arlington | 84B<br>86A<br>86J<br>86W | 76010<br>76014<br>76014<br>76018 | 200-2899<br>2800-3399<br>3500-3599<br>5000-5499 |
| Sherwood Ave<br>N of 3800 White Settlement Rd | 81V | 76107 | 3800-3899 |
| Sherwood Ct<br>Burleson | 118A-C | 76028 | 400-499 |
| Sherwood Ct<br>Mansfield | 110Z | 76063 | None |
| Sherwood Dr<br>Arlington | 82P | 76013 | 700-1399 |
| Sherwood Dr<br>Bedford | 54P | 76022 | 1000-1399 |
| Sherwood Dr<br>Grand Prairie | 70R | 75050 | 2300-2599 |
| Sherwood Dr<br>River Oaks | 61K | 76114 | 4800-5099 |
| Sherwood Ln<br>Colleyville | 40U | 76034 | 2800-3099 |
| Sherwood St<br>Denton | 347M | 76201 | 2400-2699 |
| Sherwood Forest Ct<br>Arlington | 82F | 76012<br>76012 | 400N-499N<br>1900W-1999W |
| Shetland Dr<br>Highland Village | 548N | 75067 | None |
| Shields Ct<br>Trophy Club | 11F | 76262 | 1-99 |
| Shields Dr<br>Trophy Club | 11F | 76262 | 200-299 |
| Shilling Dr<br>S fr 4600 Brentwood Stair Rd | 69W | 76103 | 1500-1699 |
| Shiloh Cir<br>Bartonville | 548Z | 76262 | 1-99 |
| Shiloh Ct<br>Forest Hill | 92Z | 76140 | 7000-7099 |
| Shiloh Dr<br>E fr 4900 Home St | 74V | 76107 | 5800-5899 |
| Shiloh Rd<br>Flower Mound | 647Q | 75028 | 3300-3699 |
| Shiny Oaks Trail<br>S fr Edenville Rd | 66Y | 76112 | 1400-1499 |
| Shipley Ct<br>Benbrook | 73Y | 76116 | 4200-4299 |
| Shipp Dr<br>Watauga | 69D | 76148 | 5600-5999 |
| Shire Ct<br>Everman | 106F | 76140 | 200-399 |
| Shirebrook Ct<br>Grand Prairie | 99H | 75051 | 2300-2399 |
| Shirecreek Cir<br>Grand Prairie | 99H | 75051 | 2300-2399 |
| Shirley Ave<br>1 E of 2500 Stadium Dr | 79S | 76109 | 2400-2799 |
| Shirley Dr<br>North Richland Hills | 39X | 76180 | 6200-6399 |
| Shirley Way<br>Bedford | 53M | 76022 | 1200-1699 |
| Shiver Rd<br>E fr N. Beach St | 38B | 76248 | 1-99 |
| Shoal Creek Dr<br>Arlington | 110L | 76017<br>76017 | 6700S-6899S<br>800W-999W |

* See Detail Map Section

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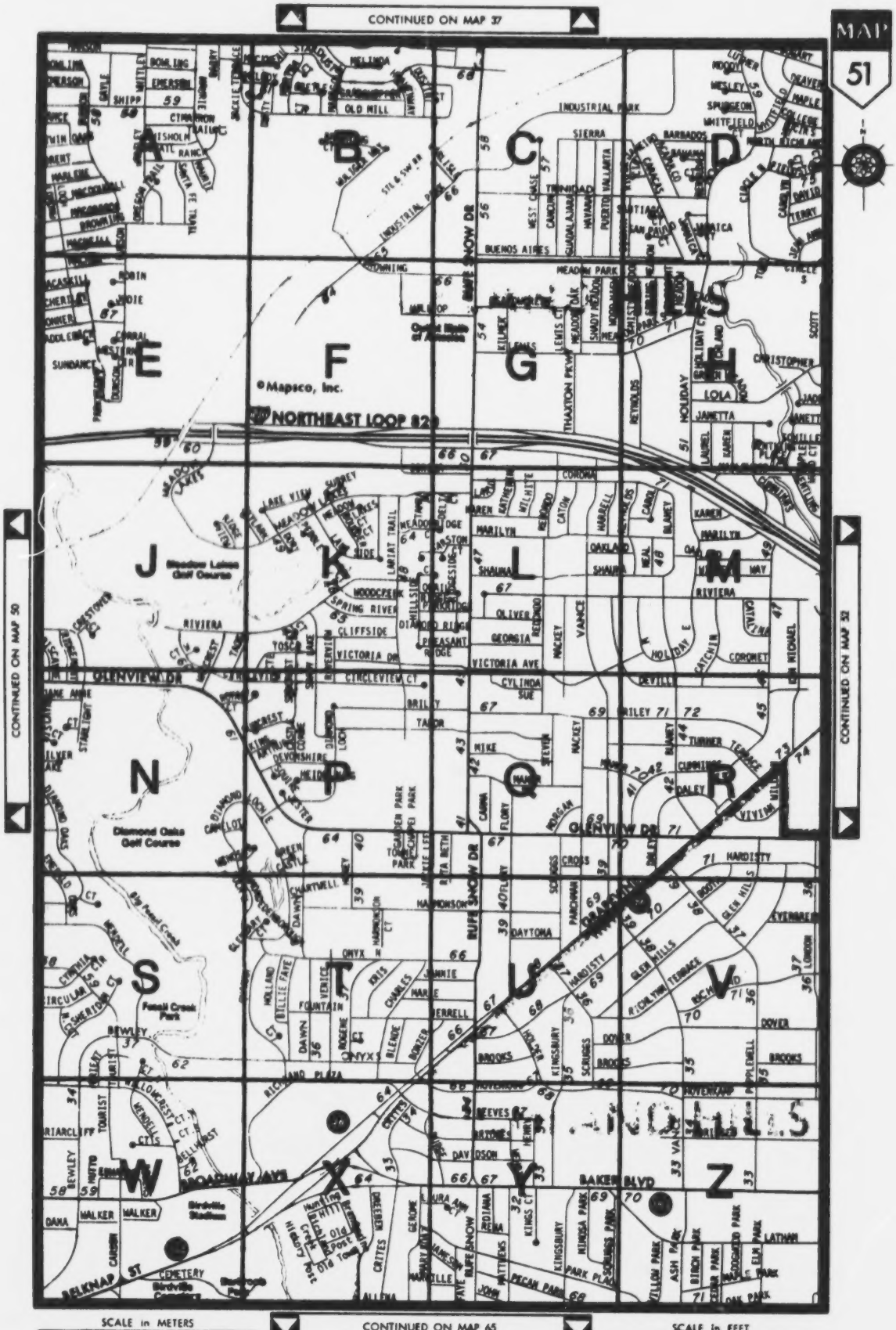


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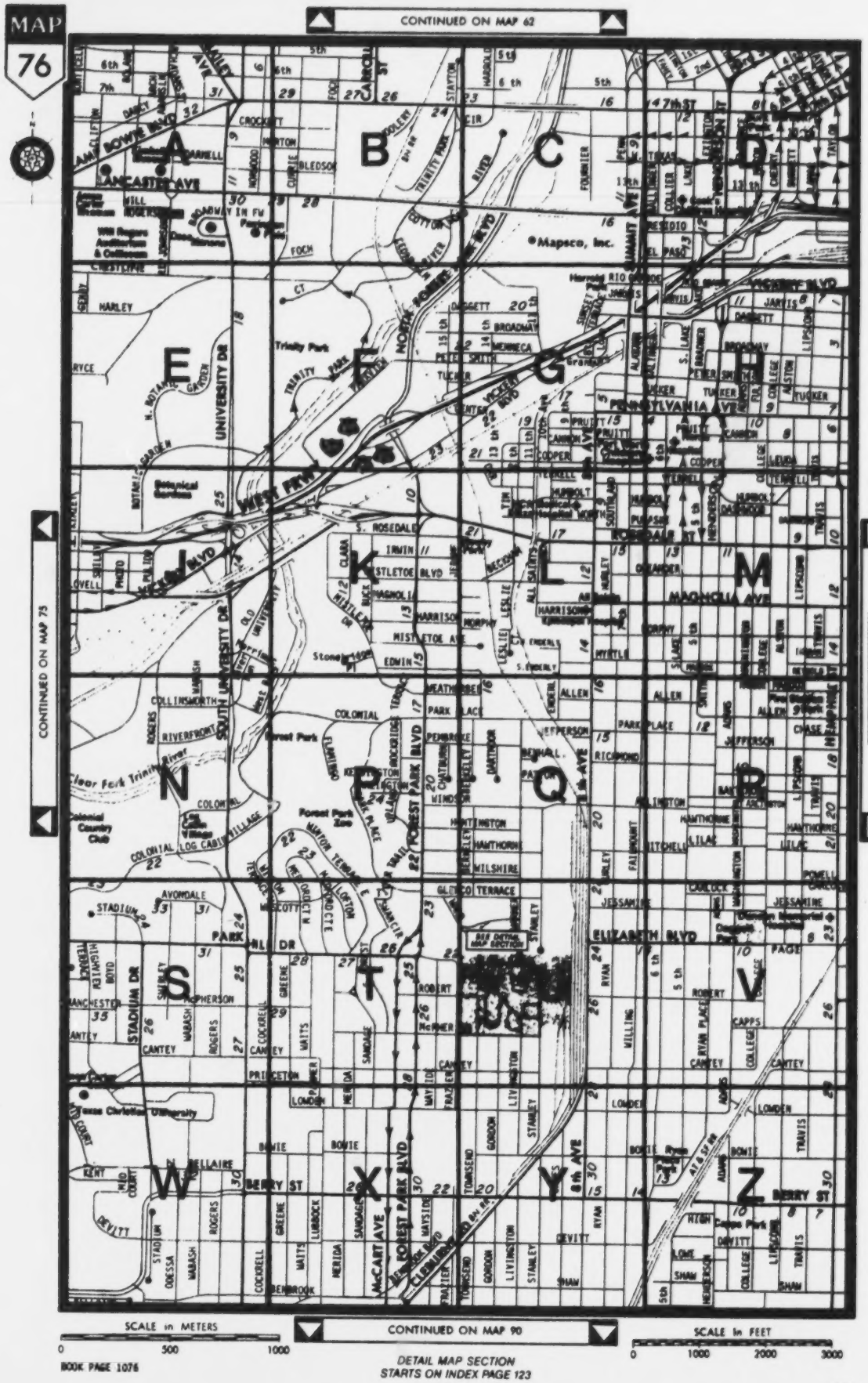
MAP 76
CONTINUED ON MAP 62
CONTINUED ON MAP 75
CONTINUED ON MAP 77
CONTINUED ON MAP 90
SCALE in METERS
0 500 1000
SCALE in FEET
0 1000 2000 3000
BOOK PAGE 1076
DETAIL MAP SECTION
STARTS ON INDEX PAGE 123
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Mapsco, Inc.
Trinity Park
Forest Park
Clear Fork Trinity River
Colonial Country Club
Texas Christian University
Botanical Gardens
Stadium
Log Cabin Village
Forest Park Zoo
Trinity River
Trinity Park
Forest Park
Pennsylvania Ave
Magnolia Ave
Elizabeth Blvd
Park Hill Dr
Berry St
Lancaster Ave
Bowie Blvd
Vickery Blvd
Broadway
Colonial
Avondale
Princeton
London
Bonnie
Devitt
Shaw
Page
Capps
Cantey
Crockett
Daggett
Jarvis
Tucker
Peter Smith
Pruitt
Cooper
Hurbolt
Rosedale
Irvin
Stleteoe Blvd
Magnolia
Harrison
Mistletoe Ave
Edwin
Weatherbee
Park Place
Pembroke
Dartmouth
Winscott
Huntington
Hawthorne
Wilshire
Glencoe Terrace
Jessamine
Lilac
Allen
Jefferson
Richmond
Arlington
Powell
Chase
Memphis
Riverfront
Rogers
Collinsworth
Marsh
Colonial
Forest Park Blvd
Clarke Rd
Crockett
Bledsoe
Carroll
Harwood
Currie
Morton
Bowie
Foch
Chestnut
Harley
Ryce
Overll
Shield
Palm
Ellison
Daisy
Arch
Angle
Sandage
Greene
Watts
Cockrell
Lubbock
Merida
Wayside
Fraziers
Townsend
Gordon
Livingston
Stanley
Ryan
Willing
Ryan Place
College
Travis
Lipscomb
Adams
Aston
Henderson
Hall
Ervay
Good Latimer
Exposition
Parry
Hall
Harwood
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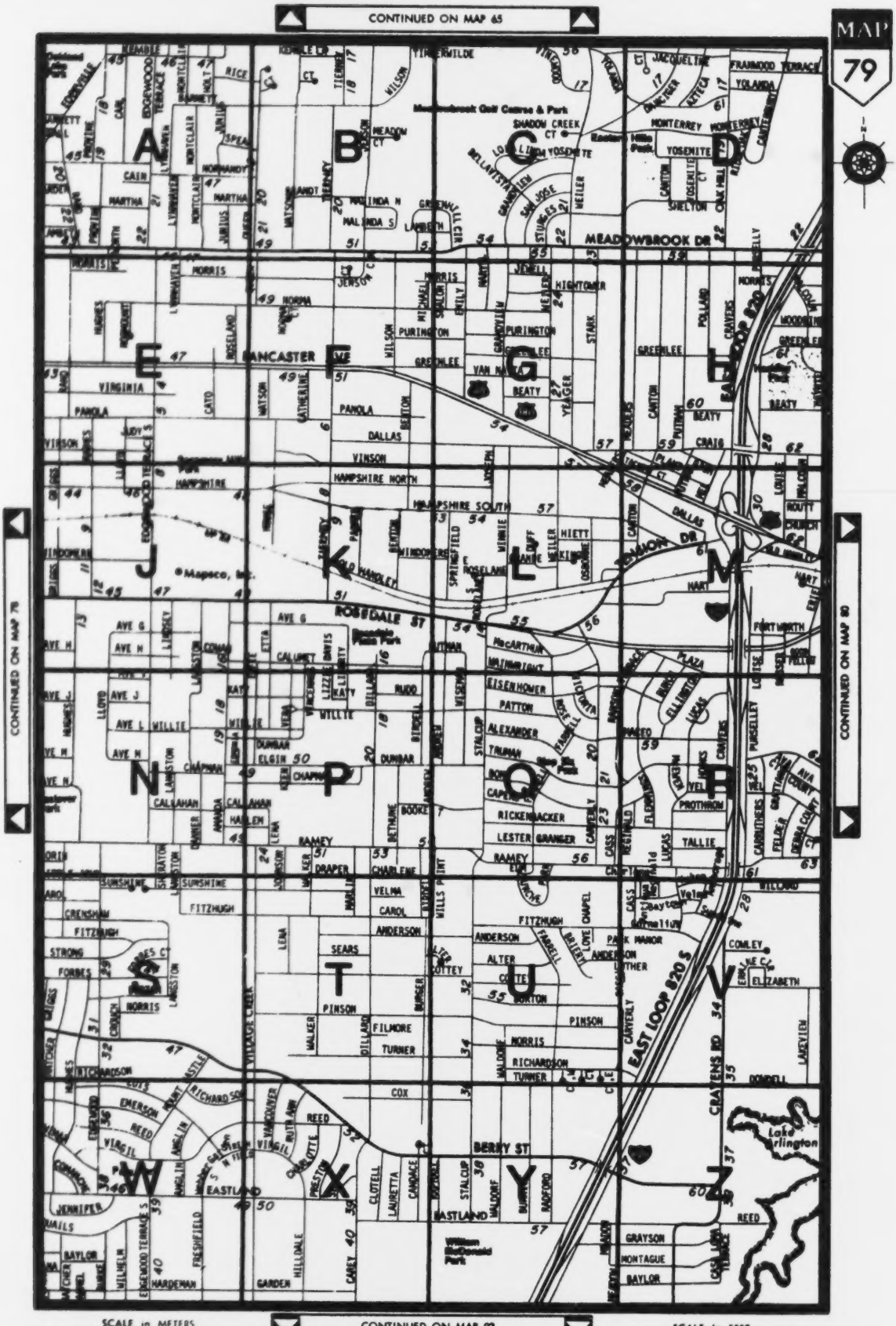


DETAIL MAP SECTION
STARTS ON INDEX PAGE 123

BOOK PAGE 1079

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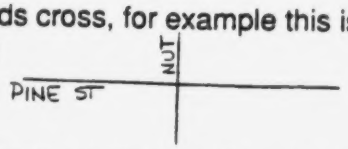
## Information Sheet 1 - Map Skills

**Definitions/Examples of Terms**

Detour- A change in the direct route, for example, if a road is closed for repairs, you will need to detour (use another road)

Exit- leave a freeway to travel on a street or road

Intersection- a place where streets or roads cross, for example this is the intersection of Pine Street and Nut Street




Alternate route-a way to get from one place to another that is not the usual or direct route, for example, you should plot alternate routes from home to work in case of traffic jams or road closings

Legend- an explanatory description on a map, for example, a legend might tell how many miles are represented by each inch on a map or it might explain what symbols used on the map stand for

Grid-sections or squares marked off on a map to help in locating specific streets

**Compass Points** ↑ North ↓ South → East ← West

**Use the map below to follow these directions:**

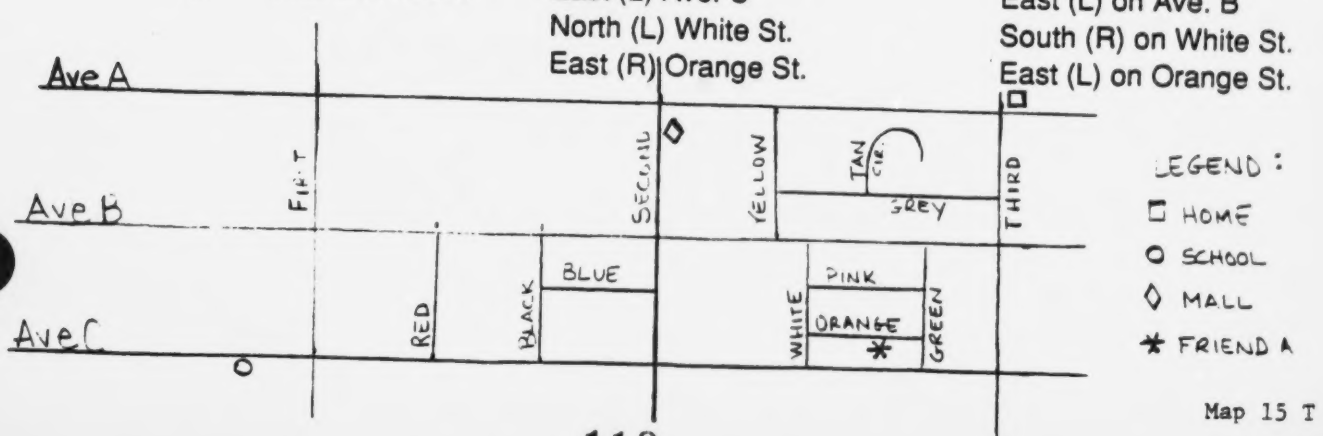
From: School
To: Home

Go East (R) on Ave. C
North (L) on Third St.
Home is at the intersection of Ave. A and Third St.

From: Mall
To: Friend A house

Go South (R) on Second St.
East (L) Ave. C
North (L) White St.
East (R) Orange St.

Alternate Route
Go South (R) on Second
East (L) on Ave. B
South (R) on White St.
East (L) on Orange St.




Map 15 T

## Activity Sheet 1 - Map Skills

**Match these terms to their definitions:**

A. a change in the direct route ____ alternate route

B. leave a freeway to travel on a street or road ____ legend

C. a place where streets or roads cross ____ detour

D. another way to get from one place to another to be used in case of traffic jams ____ exit

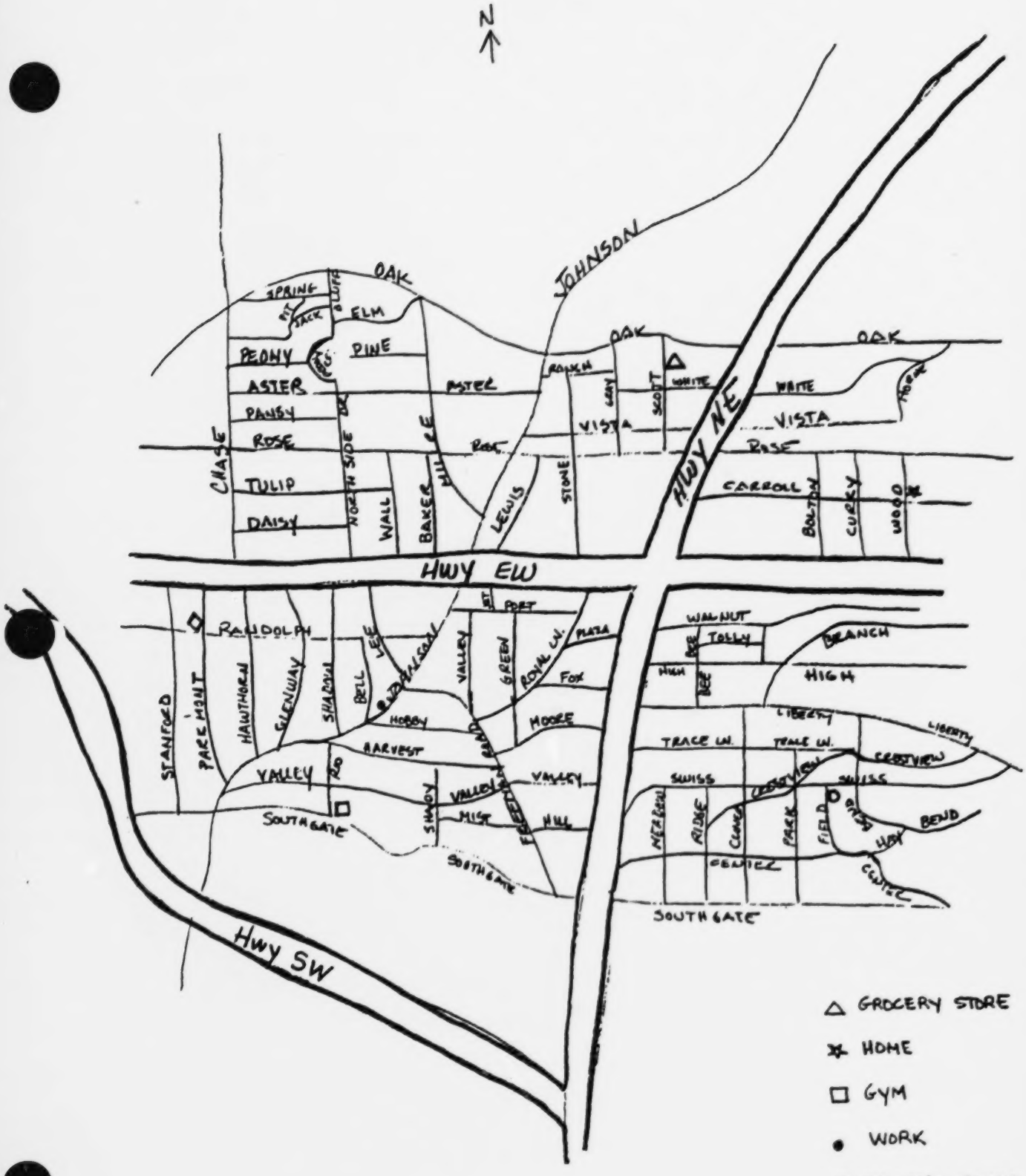
E. an explanatory description on a map ____ intersection

**Use the map on the next page. Write Directions:**

From: work
To: gym

From: home
To: work

Alternate Route
From: home
To: work


N
OAK
JOHNSON
SPRING
ELM
PEONY
PINE
ASTER
PANSY
ROSE
TULIP
DAISY
CHASE
NORTH SIDE DR
WALL
BAKER HILL
LEWIS
STONE
SCOUT
WHITE
VISTA
CARROLL
BOLTON
CURRY
WOOD
HWY NE
HWY EW
RANDOLPH
STANFORD
PARKMONT
HAWTHORN
GLENWAY
SHADOW
BELL
LEE
VALLEY
GREEN
ROYAL LN.
PLAZA
FOX
MOORE
HOBBY
HARVEST
SOUTHGATE
MIST
HILL
FREEWAY
WALNUT
TOLLY
BRANCH
HIGH
LIBERTY
TRACE LN.
CROSSVIEW
SWISS
RIDGE
PARK
FIELD
BEND
CENTER
HWY SW
GROCERY STORE
HOME
GYM
WORK
FRIEND'S HOUSE
SHOPPING MALL



Map 17 T

## Information Sheet 2 Map Skills

Mapsco is a company that sells all kinds of maps and charts. One kind of map that they sell is a large city map that has been divided into small sections. Each section is on a map page by itself.

To find a street in a Mapsco:

1. Look the street up in the index (alphabetical listings are in the front of the book)
2. The street name will be followed by boldface numbers and a letter. The number is the map number and the letter tells in which grid or square you will find the street.

Example: Ranch Rd. **51A** You will find Ranch Road on Map 51 Grid A. Use your Mapsco packet to find Ranch Rd. in the index. Then look it up on Map 51. Look at about the middle of Grid A close to the right side.

The index begins with listing of Major Buildings, Emergency Medical Facilities, Public Schools, Shopping Centers, Highways, Farm to Market Roads, County Roads, and Numbered Streets. Look at your sample index page. Find the list of Emergency Medical Facilities. Locate Ft. Worth Children's Hospital. It is on Map 76 Grid G. Turn to Map 76. In the bottom right corner of Grid G you will see the hospital.

## Homework Map Skills

**Use your Mapso packet.**

<u>You would find:</u>

Katherine Dr. on Map____ Grid___

Red Bud Trail on Map____ Grid___

Shady Valley Dr. (Arlington) on Map____ Grid___

St. Joseph's Hospital (Ft.Worth) on Map____ Grid___

<u>Write Directions:</u>
From: Harris Hospital
To: All Saints Episcopal Hospital

From: Katherine Dr.
To: Outlet Malls of America (on same map as Katherine Dr.)

From: Dunbar High School at 5700 Ramey Ave.
To: Eastern Hills High School at 5701 Shelton Dr.

## POST-TEST MAP SKILLS

**MATCH THESE DEFINITIONS TO THEIR TERMS:**

A. A change in the direct route ____ alternate route

B. Leave a freeway to travel on a street or road ____ legend

C. A place where streets or roads cross ____ detour

D. Another way to get from one place to another to be used in case of traffic jams ____exit

E. An explanatory description on a map ____ intersection

**LABEL EACH ARROW USING THESE DIRECTIONS:** NORTH EAST SOUTH WEST

**USE THE MAP ON THE NEXT PAGE. WRITE DIRECTIONS:**

FROM: grocery store
TO: home

FROM: friend's house
TO: gym

**Use the Mapsco packet to answer the following questions:**
You will find :
Red Coat Ln on Map___ Grid___
John Peter Smith Hospital on Map___ Grid___
June Dr. on Map___ Grid___

Write directions:
From: Katherine Dr.
To: Ken Michael Ct.

## TEACHER INFORMATION SHEET - DECISION MAKING

**UNIT OBJECTIVE:** Upon completion of this unit, the learner should be able to match specific terms related to problem solving and decision making and put a list of steps from a problem solving model in the correct order.

**UNIT DESCRIPTION:** This two-week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday 1: Brief unit introduction
Pre-Test

Tuesday 1: Students receive Information Sheet 1 - Definitions
Teacher talks through information sheet using transparency

Students receive Information Sheet 2 - Steps to Problem Solving
Teacher talks through information sheet using transparency

Wednesday 1: Students receive Activity 1
Teacher and students work through activity together

Thursday 1: Students and Teacher continue work on Activity 1

Friday 1: Students receive Activity 2
Teacher and students work through activity together
a. Introduce the problem
b. Students identify the problem and break into parts

Monday 2: Continue work on Activity 2
Students receive "Solutions and Consequences" worksheet
a. Teacher reviews problem/parts
b. Students write solutions to each part (use "Solutions and Consequence" Worksheet)

Tuesday 2: Continue work on Activity 2
Teacher reviews solutions
Students write consequences (use same "Solutions and Consequence" Worksheet from previous day)
Students select solutions

Wednesday 2: Continue work on Activity 2
Students receive and complete Steps/Timelines worksheet

Thursday 2: Continue work on Activity 2
Teacher reviews Steps/Timelines worksheet
Review/correct pre-test

Friday 2: Post-Test

**SUGGESTED INTRODUCTION TO UNIT:**

We are going to spend a few minutes each day for the next two weeks talking about making decisions and problem solving. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this unit and will let me know what you already know about decision making and problem solving.

TEACHER INFORMATION SHEET
DESCRIPTION OF STUDENT INFO. SHEETS AND ACTIVITIES

1. INFORMATION SHEET 1 DEFINITIONS- the definitions were held to as few as possible, because the emphasis on this decision making unit should be on the process of thinking through consequences of decisions.

2. INFORMATION SHEET 2 STEPS IN PROBLEM SOLVING- This information is the heart of the unit. It is important that you read through the entire unit before you lead the discussion of this information sheet. Once you have the intent of each step, it will be much easier to give brief examples during the class discussion. Try not to leave the students completely confused, but don't spend an inordinate amount of time on this information sheet. The students will grasp the information much more readily as you work through the activities included in the unit.

3. ACTIVITY 1: JOHN'S PROBLEM- See the "Teacher Information Sheet" for this activity

4. ACTIVITY 2: JUDY'S PROBLEM- This activity is scheduled over a period of 5 days. The students will work step-by-step through the problem solving model using Judy's problem. After each step, you will conduct a whole class review and discussion. In this way, you can reinforce efforts to follow the process, and can give assistance to help keep students on-track so that they don't become frustrated. If they agonize through the example, they are likely to feel that this method of problem solving is too much trouble. This will reinforce the tendency to make decisions without regard to their consequences.

When you introduce Judy's problem, simply read the scenario aloud. Don't make any judgemental comments and don't let students make any quick-fix solutions. Explain that you'll work through this problem step by step, so save energy for worksheets.

The first day, students will be asked to identify the problem. This might be a round-about process; keep pulling them back to the core problem--Judy must pass math. They might begin talking about her need for a car, the fact that she's got to work, but her parents are not cooperating, etc. But it all comes down to: Judy must pass math.

Now that the students have identified the problem, it is time to explore the components of the problem. What pieces of information do the students have that are contributing factors to failure in the math class?

First, the scenario lists the topics of instruction covered in the failed six weeks; fractions and decimals. Judy's information also includes the fact that she does not always do her homework, she doesn't study effectively for tests, and she doesn't ask questions when necessary. These contributors to her failure are parts of the problem.

It is important that students realize the importance of breaking a problem down into manageable parts. Many times, due to their lack of experience in systematic problem solving, they try to attack a problem as a whole, rather than breaking it down into manageable parts.

Once the problem has been broken down into parts, it is time to work on each part independently. The students should look at each of these parts and brainstorm possible solutions. Let them know that there is no "bad" brainstorm idea. They should initiate as many ideas as possible.

Now it is time for the students to decide which of these ideas will be selected as the course of action they will take to solve this problem. Their decision should be based upon the consequences of each of the ideas. After these consequences are listed, students can discuss which solutions will be chosen. All comments should be directly related to consequences and the students' perception of those consequences.

Each solution that is chosen must be broken down into steps. What steps are necessary to make this solution actually happen? Some examples are listed for you on your answer sheet. You and your class might make different choices for possible solutions, list different consequences, or might develop different steps for the timeline. The items filled in on your sheets are for examples and guidelines only. The emphasis is on process.

This two-week unit will not be enough to completely change students' behavior, but it will let them know that there are structured ways to work through problems. They will have the model and the examples used in class to keep. This experience, and the material that they have, may help students begin to think about the decisions they make in a more objective, less impulsive, manner.

## PRE-TEST - DECISION MAKING

**DEFINE THESE TERMS:**

BRAINSTORMING-

CONSEQUENCE-

TIMELINE-

ADJUSTMENTS-

**WRITE A STEP-BY-STEP WAY TO SOLVE PROBLEMS.**

ANSWER SHEET

**PRE-TEST - DECISION MAKING**

**DEFINE THESE TERMS:**

BRAINSTORMING-

CONSEQUENCE-

USE DEFINITION SHEET

TIMELINE-

ADJUSTMENTS-

**WRITE A STEP-BY-STEP WAY TO SOLVE PROBLEMS.**

USE STEPS IN PROBLEM SOLVING SHEET

## DEFINITIONS - DECISION MAKING

Brainstorming- The method of developing solutions for a problem by gathering as many ideas as possible. There are no "bad" ideas in brainstorming. The purpose is to find a "good," workable idea out of a large number of possible solutions. When brainstorming, people don't feel the pressure of having to come up with only good ideas, so they think more creatively.

Consequence- A result. In problem solving, it is what happens because of the decisions you make.

Timeline- A time schedule. In problem solving you plan steps to work through a decision. These steps are put on a timeline with start and end dates so that the plan for your solution will stay on-track.

Adjustments- Changes. Sometimes plans need to be changed so that they will work. Before you decide a step can't be done, check to see if there is any way to adjust it, to make it workable.

## STEPS IN PROBLEM SOLVING:

I. DECIDING ON A SOLUTION
   A. NAME THE PROBLEM SPECIFICALLY

   B. IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.

   C. BRAINSTORM POSSIBLE SOLUTIONS

   D. WRITE DOWN CONSEQUENCES OF EACH SOLUTION

   E. READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES

   F. SELECT THE SOLUTION BASED ON CONSEQUENCES

II. MAKING YOUR SOLUTION WORK
   A. WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.

   B. PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.

   C. ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADJUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.

NOTES: Make sure your tasks have been broken down into small, workable parts. It is better to have 10 small tasks to work on than it is to have 2 or 3 complicated ones.

If you rush through a step or skip a step in your solution plan, you may cause the consequences to change. This could cause another problem. So you haven't saved yourself any work or time at all.

You should realize that you are responsible for the outcome of your plan. That doesn't mean, though, that you shouldn't seek help when you need it. Don't expect others to solve your problem for you, but be realistic about your abilities and ask for help when you need it to stay on task.

## TEACHER INFORMATION SHEET

**WE ARE GOING TO WORK TOGETHER USING THE STEPS IN PROBLEM SOLVING TO DECIDE ON A SOLUTION FOR THE FOLLOWING PROBLEM.**

John is a junior in high school. He needs to get a part-time job to help pay for his car expenses, his entertainment, and savings. He has been studying electronics in school and has 2 job offers in that field. He must decide which job to take.

He will be driving his truck from school to work. John's truck gets about 15 miles per gallon of gasoline. He buys gasoline for $1.00 per gallon. The number of hours and days of work are the same for both jobs; 15 hours a week spread over 4 days. His job offers are:

1. Electronic assembly in a large company. The pay is $5.00 per hour. He has a chance of full-time employment after graduation with this company. This company is across town - about 25 miles each way. The drive will take about 35 minutes each way, so the drive to and from work will be about 1 hr. and 10 minutes

2. Technician's helper in a small electronic repair shop. The pay is $3.50 per hour. The owners don't need another full-time worker, but John can work part-time here as long as he likes. The repair shop is about 3 miles each way. The drive will take about 5 minutes each way, so the drive to and from work will be about 10 minutes.

**LOOK AT YOUR "STEPS IN PROBLEM SOLVING" INFORMATION SHEET.**

**A. NAME THE PROBLEM SPECIFICALLY**

John's problem is to decide which job to take.

**B. BREAK THE PROBLEM INTO PARTS.**

This problem only has one part --John's decision between the two jobs.

**C. BRAINSTORM POSSIBLE SOLUTIONS.**

1. Take the electronics assembly job.
2. Take the electronics repair job.
3. Don't take either.

**D. WRITE THE CONSEQUENCES OF EACH SOLUTION.**

1. TAKE THE ELCTRONICS ASSEMBLY JOB

   Weekly income of $61.70 ($75 - 13.30 = 61.70)

   Weekly check of 15 hrs. X $5 = $75.00

   Gasoline cost per week: 50 mi./day X 4 days = 200mi.

   200 mi.+ 15 mpg =13.3 gal.

   13.3 gals X 1.00 =$13.30

Chance of future full time job.

1 hour 10 min. of driving time each workday means less time for friends, study, and family activities

More truck expenses because of more driving (tire wear, oil changes, etc.)

2. TAKE THE ELECTRONICS REPAIR JOB
   Weekly income: $50.90 (52.50 - 1.60 = 50.90)
   Weekly check of 15 hr. X 3.50 = $52.50
   Gasoline cost per week: 6 mi./day X 4 days = 24 miles
   24 mi÷15mpg = 1.6 gal.
   1.6 gal X 1.00 per gal = $1.60

   No future full-time job, only part-time available here.

   10 min. of driving time each workday means more time for friends, study, and family activities

   Fewer truck expenses, because very little driving is needed.

3. DON'T TAKE EITHER JOB.
   No money coming in.

   Will have to find another job, or give up truck.

**E. READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.**

**F. SELECT THE SOLUTION BASED ON CONSEQUENCES**

**NOTE TO TEACHER:**
**THERE ARE NO "RIGHT" OR 'WRONG" SOLUTIONS. STUDENTS WILL RATE CONSEQUENCES DIFFERENTLY BASED UPON THEIR PERSONAL SITUATIONS AND THEIR VALUES.**

**THE KEY IS THAT THEY LOOK AT ALL CONSEQUENCES AND REACH THEIR DECISION BASED ON CONSEQUENCES RATHER THAN ON IMPULSE. IT IS ALSO IMPORTANT THAT THEY BEGIN TO REALIZE THAT ALL DECISIONS HAVE CONSEQUENCES.**

## ACTIVITY SHEET 1 DECISION MAKING

**READ JOHN'S PROBLEM. ANSWER THE QUESTIONS BASED UPON THE INFORMATION GIVEN HERE.**

John is a junior in high school. He needs to get a part-time job to help pay for his car expenses, his entertainment, and savings. He has been studying electronics in school and has 2 job offers in that field. He must decide which job to take.

He will be driving his truck from school to work. John's truck gets about 15 miles per gallon of gasoline. He buys gasoline for $1.00 per gallon. The number of hours and days of work are the same for both jobs; 15 hours a week spread over 4 days. His job offers are:

1. Electronic assembly in a large company. The pay is $ 5.00 per hour. He has a chance of full-time employment after graduation with this company. The company is across town - about 25 miles each way. The drive will take about 35 minutes each way, so the drive to and from work will be about 1 hr. and 10 minutes.

2. Technician's helper in a small electronic repair shop. The pay is $3.50 per hour. The owners don't need another full-time worker, but John can work part-time here as long as he likes. The repair shop is about 3 miles each way. The drive will take about 5 minutes each way, so the drive to and from work wil be about 10 minutes.

**1. NAME THE PROBLEM SPECIFICALLY.**

_____

**2. BREAK THE PROBLEM INTO PARTS.**

_____

**3. BRAINSTORM POSSIBLE SOLUTIONS.**

_____

_____

_____

_____

_____

4. **WRITE THE CONSEQUENCES OF EACH POSSIBLE SOLUTION.**

**SOLUTION:**_____
**CONSEQUENCES:**

**SOLUTION:**_____
**CONSEQUENCES:**

**SOLUTION:**_____
**CONSEQUENCES:**

**SOLUTION:**_____
**CONSEQUENCES:**

5. **BASED ON THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES, WHICH SOLUTION WOULD YOU SELECT ?**

## ACTIVITY SHEET 2 DECISION MAKING

**USE YOUR "STEPS TO PROBLEM SOLVING" INFORMATION SHEET TO WORK THROUGH THE FOLLOWING PROBLEM.**

Judy is a 15 year old Sophmore. She failed the second six weeks of math. In order to be able to work this summer to save money for a car, her parents say she must not fail another six weeks. (No job -- no car.)

The six weeks that she failed was on fractions and decimals. Judy doesn't always do her homework, doesn't ask the teacher for help in class or after class, and doesn't study effectively for tests.

**ANSWER THESE QUESTIONS:**

1. What is the problem?_____

2. List the parts of the problem.

   _____
   _____
   _____
   _____
   _____

3. Complete the "SOLUTIONS AND CONSEQUENCES" worksheet. Use the list in number 2 above to fill in the "problem" line and then brainstorm to develop possible solutions. After you have filled in the "possible solution" boxes, go back and complete the "consequence" box for each of the possible solutions you wrote.

4. Read over your "SOLUTIONS AND CONSEQUENCES" worksheet. Decide on the solutions for each problem that you think are best.

5. Complete the "SOLUTION STEPS/TIMELINE" worksheet. Remember each step should be small and the timelines reasonable. Try to think of all the things that must be done to make each solution work.

## SOLUTIONS AND CONSEQUENCES WORKSHET

**PROBLEM:** Does not understand fractions

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| Tutoring | Catch up by self | Do nothing | |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| Help with problem<br>Set Schedule for help | 1. Catch up<br>2. Get further behind | Continue to fail | |

**PROBLEM:** Does not understand decimals

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| Tutoring | Catch up by self | Do nothing | |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| Help with problem<br>Set schedule for study | 1. Catch up<br>2. Get further behind | Continue to fail | |

**PROBLEM:** Does not do homework

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| After dinner - no activities until homework is done | Work on homework for 30 minutes at night | Copy friend's | Do nothing |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| Homework always finished - not as much free time | Sometimes homework finished - not/still have free time | Homework turned in - still do not understand | Continue to fail |

## SOLUTIONS AND CONSEQUENCES WORKSHET

**PROBLEM:** Does not study for test

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| Keep calendar of upcoming tests | Study with another student who is doing well | Practice tests with tutor | Do nothing |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| Will be able to schedule study time | Learn how others study | Feel more prepared, not as nervous | Continue to fail |

**PROBLEM:** Does not ask questions

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| Talk to teacher privately | Practice with tutor - how and when to ask ?'s | Do nothing | |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| Teacher will know problems and offer suggestions | Feel more confident | No change - still will not be comfortable asking ?'s | |

**PROBLEM:** _____

**POSSIBLE SOLUTIONS:**

| | | | |
|---|---|---|---|
| | | | |

**CONSEQUENCES**

| | | | |
|---|---|---|---|
| | | | |

## SOLUTIONS AND CONSEQUENCES WORKSHET

PROBLEM:_____

POSSIBLE SOLUTIONS:

| | | | |
|---|---|---|---|
| | | | |

CONSEQUENCES

| | | | |
|---|---|---|---|
| | | | |

PROBLEM:_____

POSSIBLE SOLUTIONS:

| | | | |
|---|---|---|---|
| | | | |

CONSEQUENCES

| | | | |
|---|---|---|---|
| | | | |

PROBLEM:_____

POSSIBLE SOLUTIONS:

| | | | |
|---|---|---|---|
| | | | |

CONSEQUENCES

| | | | |
|---|---|---|---|
| | | | |

EXAMPLE: CHOSE ONE SOLUTION, FOLLOWED THROUGH ON TIME LINE - EACH PERSONS SHEET WOULD VARY, DEPENDING UPON SOLUTION SELECTED

## SOLUTION STEPS/TIMELINE

**PROBLEM:** DOES NOT UNDERSTAND FRACTIONS
**SOLUTION:** TUTORING (SCHOOL)

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| 1. TALK TO SCHOOL COUNSELOR TO SEE IF TUTORS ARE AVAILABLE AT SCHOOL | SET APT'M'T 4/5 MEET 4/9 | 4/9 | ✓ got NAMES | |
| 2. CONTACT SCHOOL TUTOR - SET UP MTG. WITH TUTOR & TEACHER | SET APT'M'T 4/11 | | ✓ discussed problems & kinds of activities & practice I need | |
| 3. ARRANGE TUTORING TIMES | MEET 4/19 | 4/19 | | |
| 4. MARK ALL DATES/TIMES ON CALENDAR | 4/20 | 4/21 | ✓ must reschedule → April stuff | call friends, talk to team leader |

**PROBLEM:** DOES NOT UNDERSTAND DECIMALS
**SOLUTION:** TUTORING (PRIVATE)

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| 1. TALK TO PARENTS<br>A. MONEY NEEDED (HOW TO EARN)<br>B. TRANSPORTATION NEEDED - SET UP SCHEDULE THAT WILL WORK WITH FAMILY ACTIVITIES | 4/5 | | | |
| 2. ASK TEACHER/COUNSELOR FOR NAMES OF TUTORS | 4/7 | | | |
| 3. MEET WITH/SELECT TUTOR | 4/10 | | | |
| 4. SET-UP TUTORING SCHEDULE | 4/11 | | | |
| 5. USE CALENDAR TO SET ASIDE TUTORING/STUDY TIMES | 4/13 | | | |

**PROBLEM:** DOES NOT DO HOMEWORK
**SOLUTION:** WORK ON HOMEWORK FOR 30 MINUTES EACH NITE

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| fill in as above - break into small steps, set specific times to address each step - keep track on what's finished and what still needs to be done | | | | |



BEST COPY AVAILABLE

## SOLUTION STEPS/TIMELINE

**PROBLEM:** DOES NOT STUDY FOR TEST
**SOLUTION:** KEEP CALENDAR

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| - SMALL STEPS<br>- SET SPECIFIC TIMES TO TAKE CARE OF EACH STEP<br>- KEEP TRACK OF FINISHED VS. UNFINISHED.<br>NOTE: IF STEP IS UNFINISHED, IS IT WAITING ON ACCOMPLISHMENT OF SOMETHING ELSE, OR SHOULD IT BE CHANGED? | | | | |

**PROBLEM:** DOES NOT STUDY FOR TEST
**SOLUTION:** PRACTICE WITH TUTOR

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| | | | | |

**PROBLEM:** DOES NOT ASK QUESTIONS
**SOLUTION:** PRACTICE WITH TUTOR

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| | | | | |

## SOLUTION STEPS/TIMELINE

**PROBLEM:**_____
**SOLUTION:**_____

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| | | | | |

**PROBLEM:**_____
**SOLUTION:**_____

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| | | | | |

**PROBLEM:**_____
**SOLUTION:**_____

| STEPS | START DATE | COMPLETION DATE | COMPLETE YES/NO | IF NO, NEW COMP. DATE |
|---|---|---|---|---|
| | | | | |

## POST-TEST - DECISION MAKING

**MATCH THESE DEFINITIONS AND TERMS:**

1. A result
2. Changes
3. The method of developing solutions for for a problem by gathering as many ideas as possible.
4. A time schedule

_____ a. Timeline

_____ b. Brainstorming

_____ c. Adjustments

_____ d. Consequence

**PUT THESE STEPS FROM THE PROBLEM SOLVING MODEL IN THE CORRECT ORDER BY NUMBERING THEM 1 - 9**

_____ SELECT THE SOLUTION BASED ON CONSEQUENCES.

_____ ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.

_____ NAME THE PROBLEM SPECIFICALLY.

_____ READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.

_____ PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.

_____ BRAINSTORM POSSIBLE SOLUTIONS.

_____ IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.

_____ WRITE DOWN CONSEQUENCES OF EACH SOLUTION.

_____ WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.

# ANSWER SHEET

## POST-TEST - DECISION MAKING

**MATCH THESE DEFINITIONS AND TERMS:**

1. A result — 4 a. Timeline
2. Changes — 3 b. Brainstorming
3. The method of developing solutions for for a problem by gathering as many ideas as possible. — 2 c. Adjustments
4. A time schedule — 1 d. Consequence

**PUT THESE STEPS FROM THE PROBLEM SOLVING MODEL IN THE CORRECT ORDER BY NUMBERING THEM 1 - 9**

6 SELECT THE SOLUTION BASED ON CONSEQUENCES.

9 ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.

1 NAME THE PROBLEM SPECIFICALLY.

5 READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.

8 PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.

3 BRAINSTORM POSSILBE SOLUTIONS.

2 IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.

4 WRITE DOWN CONSEQUENCES OF EACH SOLUTION.

7 WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.

## TEACHER INFORMATION - BILL READING AND PAYING

**UNIT OBJECTIVE:** Upon completion of this unit, the learner should be able to read utility and credit card bills in order to find amount owed, how a bill is figured, and how to reach the company with questions or requests for assistance.

**UNIT DESCRIPTION:** This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction
Pre-test

Tuesday: Students receive Information Sheet 1
Teacher talks through information sheet using transparency

Students receive Information Sheet 2
Teacher talks through information sheet using transparency
Students receive Activity 1 (used in class or as homework)

Wednesday: Review/correct Activity 1 using teacher transparency
Students receive Information Sheet 3
Teacher talks through information sheet using transparency

Students receive Information Sheet 4
Teacher talks through information sheet using transparency
Students receive Homework Sheet

Thursday: Review/correct Homework using teacher transparency

Students receive Information Sheet 5 / use transparency
Review/correct Pre-Test using teacher transparency

Friday: Post-Test

**SUGGESTED INTRODUCTION TO UNIT:**
We are going to spend a few minutes eacn day this week talking about reading and paying bills. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's bills unit and will let me know what you already know about reading and paying bills.

## PRE-TEST BILL READING AND PAYMENT

**DEFINE THESE TERMS:**

1. Correspondence-

2. Remittance-

3. Finance charge-

4. Billing period-

5. Service charge-

6. Minimum payment-

7. Detach-

8. Transaction-

9. Portion-

10. Residential-

11. Prompt-

12. Inquiries-

13. Discontinue-

14. Balance-

15. Credit-

**FILL IN THE BLANKS**

16. Name 2 ways paying bills on time can help you.

1._____

2._____

17. What must you do to get utility service started again if it has been stopped ? _____

_____

18. List 3 places to pay a utility bill

1._____

2._____

3._____

**USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:**

19. If you mail payment for your water bill on April 5, what amount should you make your check out for ?_____

20. What was A. Student charged for water ?_____

21. What is the measurement of electricity used on this bill ?_____

22. What are the dates included in this electric bill ?_____

23. On the Plastic Money Credit Card Company bill, what is the total amount owed ? _____

24. What is the interest rate charged on this credit card bill ?_____

25. How much money is Plastic Money willing to loan A. Student ?

_____

ANS. SHEET

# PRE-TEST BILL READING AND PAYMENT

**DEFINE THESE TERMS:**

Correspondence- written communication (example: a letter to a company asking a question about your balance)

Remittance- payment

Finance charge- The charge for loaning you money for a short period of time. For example, when you use a credit card to pay for a shirt, the credit card company is loaning you that money. You pay it out in monthly payments. The longer you take to repay their money, the more finance charge you have to pay.

Billing period- the period of time a company holds charges or supplies services for you. For instance, if the billing period for the phone company is March 3 to April 3, that means that the service charge and all the calls you make between those two dates will be on the bill you receive with those dates. If you make a call on April 4 it won't be on that bill, even if they don't mail those bills out until April 6.

Service charge- the amount of money a company charges to supply a service to you

Minimum payment-the smallest amount of money you can pay on a bill

Detach- separate or tear off

Transaction- doing business with a company. For example, making a charge on your credit card is a transaction.

Portion- a part. For example, on a bill "keep this portion" means keep this part

Residential-places people live. Utility companies have different rates for business customers (offices and other places of business) and residential customers (places people live, like apartments or houses).

Prompt- on time

Inquiries- questions

Discontinue- stop

Balance- The total amount of money owed on a bill.

Credit- The amount of money that has been paid on a bill. This amount will be subtracted from the balance owed.

ANS. SHEET

## PRE-TEST BILL READING AND PAYMENT

### FILL IN THE BLANKS

16. Name 2 ways paying bills on time can help you.

1. SAVE MONEY BY PAYING SMALLER, PROMPT PAY AMOUNT
2. MIGHT SAVE A UTILITY DEPOSIT AT YOUR NEXT ADDRESS

17. What must you do to get utility service started again if it has been stopped ? PAY OVERDUE AMOUNT PLUS A START-UP CHARGE

18. List 3 places to pay a utility bill

1. BY MAIL
2. AT A SUBSTATION
3. UTILITY COMPANY OFFICE (DURING BUSINESS HOURS)

### USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:

19. If you mail payment for your water bill on April 5, what amount should you make your check out for ? $ 32.57

20. What was A. Student charged for water ? $ 7.57

21. What is the measurement of electricity used on this bill ? KWH

22. What are the dates included in this electric bill ? FEB. 11 - MAR. 11

23. On the Plastic Money Credit Card Company bill, what is the total amount owed ? $ 110.19

24. What is the interest rate charged on this credit card bill ? 13.5 %

25. How much money is Plastic Money willing to loan A. Student ? $ 5,000.00

## INFORMATION SHEET 1 - BILL READING AND PAYING

Correspondence- written communication (example: a letter to a company asking a question about your balance)

Remittance- payment

Finance charge- The charge for loaning you money for a short period of time. For example, when you use a credit card to pay for a shirt, the credit card company is loaning you that money. You pay it out in monthly payments. The longer you take to repay their money, the more finance charge you have to pay.

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Residential-places people live. Utility companies have different rates for business customers (offices and other places of business) and residential customers (places people live, like apartments or houses).

Prompt- on time

Inquiries- questions

Discontinue- stop

Balance- The total amount of money owed on a bill.

Credit- The amount of money that has been paid on a bill. This amount will be subtracted from the balance owed.

## ACTIVITY SHEET 1 BILL READING AND PAYING

### MATCH THESE TERMS AND DEFINITIONS

A. separate or tear off

B. the charge on a credit card for unpaid balances

C. money that has been paid on a bill

D. written communication

E. questions

F. the amount of money a company charges to supply a service

G. on time

H. the period of time on a bill between which all charges are made

I. a part

J. rates charged by utility companies for places people live

K. stop

L. the smallest amount of payment listed on a bill

M. the total amount of money owed on a bill

N. payment

O. doing business with a company

____ 1. correspondence

____ 2. remittance

____ 3. finance charge

____ 4. billing period

____ 5. service charge

____ 6. minimum payment

____ 7. detach

____ 8. transaction

____ 9. portion

____10. balance

____11. residential

____12. inquiries

____13. discontinue

____14. credits

____15. prompt

## ACTIVITY SHEET 1 BILL READING AND PAYING

### MATCH THESE TERMS AND DEFINITIONS

A. separate or tear off

B. the charge on a credit card for unpaid balances

C. money that has been paid on a bill

D. written communication

E. questions

F. the amount of money a company charges to supply a service

G. on time

H. the period of time on a bill between which all charges are made

I. a part

J. rates charged by utility companies for places people live

K. stop

L. the smallest amount of payment listed on a bill

M. the total amount of money owed on a bill

N. payment

O. doing business with a company

D 1. correspondence

N 2. remittance

B 3. finance charge

H 4. billing period

F 5. service charge

L 6. minimum payment

A 7. detach

O 8. transaction

I 9. portion

M 10. balance

J 11. residential

E 12. inquiries

K 13. discontinue

C 14. credits

G 15. prompt

(A) Drippy Water Company
City Hall
School, Texas

(B) Account Number 101-0101010-101

(C) Prompt Pay Amount Due $30.99**

(D) Standard Amount Due $32.57

(E) 10101010101018000030996000032574000000000888888

(F) A. Student
1000 Lane
School, Tx 70000

(G) **If received in our office by the due date of 04-05-88

(H) PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

---

(I) PLEASE KEEP THIS PORTION FOR YOUR RECORDS

(J) REGULAR BILL

(K) RESIDENTIAL

(L) CUSTOMER: A. STUDENT ACCOUNT NUMBER 101-1001010-101
SERVICE ADDRESS: 1000 LANE

(M) BILLING DATE: 03-21-88

(N) DAYS SERVED: 27

(O)

| SERVICE PROVIDED | (P) METER NUMBER | READ TYPE | (Q) READ 02-23-88 | (R) READ 03-21-88 | (S) USAGE IN 100 GALS. | (T) USAGE CHARGE | (U) CUSTOMER CHARGE | (V) TOTAL |
|---|---|---|---|---|---|---|---|---|
| WATER | 10101 | READ | 8766 | 8826 | 60 | 6.28 | 1.29 | 7.57 |
| SEWER | (BASED ON WINTER MONTH'S AVERAGE) | | | | 68 | 14.21 | 1.65 | 15.86 |
| SANITATION (RESIDENCE-ALLEY/CURB WITH 8% TAX) | | | | | | | | 7.56 |

UTITLITY CHARGES

PROMPT PAY AMOUNT DUE: $30.99** (W)

DISCOUNT AMOUNT: $1.58 (X)

STANDARD AMOUNT DUE: $32.57 (Y)

(Z) **IF RECEIVED IN OUR OFFICE BY THE DUE DATE OF 04-05-88

(A2) FOR INQUIRIES ABOUT YOUR BILL PLEASE CALL,
WRITE OR VISIT OUR OFFICE AT CITY HALL.
BUSINESS HOURS ARE 8:00 A.M. TO
5:00 P.M. MONDAY THROUGH FRIDAY.

CUSTOMER SERVICE 651-1441 EMERGENCY 744-5005
SANITATION 747-2600

(A) PLEASE ENTER ACCOUNT NUMBER ON ALL CHECKS AND CORRESPONDENCE.
(B) DETACH AND RETURN THIS PORTION WITH YOUR REMITTANCE.

(C) **PLASTIC MONEY**
**CREDIT CARD**

## ACCOUNT STATEMENT

MINIMUM PAYMENT DUE BY PAYMENT DUE DATE

| (D) MONTHLY ACTIVITY SUMMARY | (E) MINIMUM PAYMENT DUE | (F) PAST DUE AMOUNT | (G) PAYMENT DUE DATE | (H) NEW BALANCE | (I) ACCOUNT NUMBER | (J) PLEASE WRITE IN AMOUNT OF PAYMENT ENCLOSED $ |
|---|---|---|---|---|---|---|
| | 25.00 | .00 | 03/28/88 | 110.19 | 00-000000-0 | |

(K) ☐ CHECK HERE IF ADDRESS OR TELEPHONE NUMBER HAS CHANGED

(L) MAKE CHECK PAYABLE TO:
PLASTIC MONEY
1212 CASHOLA ST.
DOUGH, TX 70000

(M) 00100100100101010101010101 H0101010101

---

(N) PLEASE DETACH HERE

(O) CARDMEMBER NAME: A. STUDENT
ACCOUNT NUMBER: 00-000000-0

**ACCOUNT CHARGES**

| (P) PLASTIC REFERENCE NO. | (Q) DATE OF TRANSACTION | (R) DATE OF POSTING | (S) TRANSACTION DESCRIPTION | (T) CHARGES | (U) CREDITS |
|---|---|---|---|---|---|
| 830303-0 | 02/12 | 02/12 | PAYMENT RECEIVED - THANK YOU 02/12 | | 152.70 |
| 030393-0 | 01/27 | 02/04 | HILLY HOTEL SAN ANTONIO TX INV# 098098 | 110.19 | |
| | | | **ACCOUNT TOTAL** | (V) 110.19 | (W) 152.70 |

**ACCOUNT SUMMARY**

| (X) PREVIOUS BALANCE | (Y) +NEW CHARGES | (Z) -PAYMENTS | (A2) -CREDITS | (B2) +FINANCE CHARGE | (C2) +DEBIT ADJUSTMENTS | (D2) =NEW BALANCE |
|---|---|---|---|---|---|---|
| 152.70 | 110.19 | 152.70 | .00 | .00 | .00 | 110.19 |

| (E2) BILL CLOSING DATE | (F2) PAYMENT DUE DATE | (G2) CREDIT LIMIT | (H2) AVAILABLE CREDIT | (I2) AMOUNT OVER CREDIT LIMIT | (J2) PAST DUE AMOUNT | (K2) MINIMUM PAYMENT DUE |
|---|---|---|---|---|---|---|
| 03/03/88 | 03/28/88 | 5,000 | 4,890 | .00 | .00 | 25.00 |

| **FINANCE CHARGE** | (L2) NUMBER OF DAYS THIS BILLING PERIOD | (M2) X DAILY PERIODIC RATE(%) | (N2) X AVERAGE BALANCE | (O2) =FINANCE CHARGE | (P2) CURRENT ANNUAL PERCENTAGE RATE | THANK YOU |
|---|---|---|---|---|---|---|
| PURCHASES | 29 | .037% | .00 | .00 | 13.500% | |
| CASH ADVANCE | 29 | .037% | .00 | .00 | 13.500% | |

(Q2) IF YOU HAVE A QUESTION ABOUT YOUR ACCOUNT, CALL 1-800-000-0000



Bill 10 T

(B) THE ELECTRIC COMPANY
1500 LIGHT ST.
SCHOOL, TX 70000

(A) PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

(C) 10104101010100000009410000000000001

(D) 410101 01 01

(E) AMOUNT DUE
$94.10

(F) CAR-RT SORT **CR08

(G) ACCOUNT NUMBER

410101 01 01

(H) A. STUDENT
1000 LANE
SCHOOL, TX 70000

(I) CURRENT BILL PAST DUE AFTER
APR 04 1988

---

(J) A. STUDENT
1000 LANE

(K) ACCOUNT NUMBER: 410101 01 01
(L) RESIDENTIAL RATE R

(M) 10104101010100000009410000000000001

| (N) DESCRIPTION | | AMOUNT |
|---|---|---|
| YOUR AVERAGE DAILY ELECTRICAL COST WAS $3.24 | ELECTRICAL SERVICE | $94.10 |

(O) COGENERATION POWER COST - $0.001351 PER KWH

(P) KWH USED - 1898

(Q) METER READINGS

| PREVIOUS | PRESENT | MULTIPLIER |
|---|---|---|
| 80066 | 81964 | |

(R) TOTAL AMOUNT DUE $94.10

| (S) METER NUMBER | (T) SERVICE PERIOD | (U) CURRENT BILL PAST DUE AFTER |
|---|---|---|
| 10101010 | FEB 11 1988 TO MAR 11 1988 | APR 04 1988 |

FOR INFORMATION CONTACT US AT

(V) 1500 LIGHT ST. PHONE 555-0000
SCHOOL, TX 70000

(W) KEEP THIS PORTION FOR YOUR RECORDS

## STUDENT INFORMATION SHEET 2 - BILL READING AND PAYING
## PARTS OF A WATER BILL

A: Name and address of the company supplying your service

B: The number used by the company on all your records

C: The amount you owe if your payment is received at the company by the due date listed on your bill.

D: The amount you owe if your payment will be received by the company after the due date listed on your bill.

E: The number used by the company's computer. It includes your account number, the prompt pay amount, and the amount due after the prompt pay date.

F. The name and address of the person receiving service.

G: The date the company must receive your payment if you are going to pay the lower, prompt pay amount.

H: Tear off this part and send it in with your payment.

I: Keep this part with your home budget records.

J: This is a regular monthly bill. It is not a start-up bill with added charges or a notice of overdue payment.

K: This is service to a place people live, not to a business.

L: The name, address, and account number of the person receiving service.

M: The date the bill was prepared.

N: The number of days of service you are paying for on this bill.

O: A list of the kinds of service provided. This bill covers 3 services: water, sewer, and sanitation.

P: The meter number for this customer.

Q: The meter reading at the beginning of this billing cycle. February 23, 1988 was the first day covered under the charges listed on this bill.

R: The meter reading at the end of this billing cycle. March 21, 1988 was the last day covered under the charges listed on this bill.

S: The number of gallons of water used during this billing period. This number list should be multiplied by 100. In this example, the number of gallons used is 60 X 100 = 6,000 gallons.

T: The charge for the gallons used.

U: A monthly maintenence charge. This covers maintenence of the meter and any other equipment used in delivering service.

V: The total amount charged for each service. On this bill the totals are: water $7.57, sewer $15.86, and sanitation $7.56. Adding these three together will give you the whole bill total of $30.99.

W: The amount owed if received in the company's office by the due date.

X: The amount you will save if you pay by the due date.

Y: The amount owed if received in the company's office after the due date.

Z: The date the bill is due to be in the company's office.

A2: A list of the ways to reach the company if you should have questions. Phone numbers are listed, as well as, the location of the company's office and the hours they are open for business.

## INFORMATION SHEET 3 - BILL READING AND PAYING
## PARTS OF AN ELECRIC BILL

A: Send this part of the bill in to the company with your payment.

B: The name and address of the company selling you service.

C: A number used by the company's computer. It includes your account number and the bill total.

D: The account number of the person receiving service.

E: The amount owed to the company for this month's electric service.

F: A number used by the company in identifying and locating this account information.

G: Your account number.

H: The name and address of the person receiving service.

I: The company must receive payment by this date or the bill will be considered overdue.

J: The customer's name and address.

K: The customer's account number.

L: This bill is for a residence (a place people live) not for a place of business.

M: The same computer number as in C above.

N: This description tells that this bill is for electrical service. The total monthly charge is $94.10. This average daily cost for this service was $3.24. The total of $94.10 divided by 29 (the number of days of service covered in this bill) equals the average daily cost.

O: This is a fuel charge (coal, gas, or oil) passed on to the customer

P: KWH stands for kilowatt-hour. This is a measurement used for electricity. One kilowatt is equal to 1,000 watts. A KWH is the energy resulting from one kilowatt acting for one hour.

Q: This gives the beginning and ending meter readings for this month's bill. This month's service started where last month's service left off: at 80066. The reading for the last day of this month's service is 81964. Subtract the end reading from the beginning reading and the answer will be the KWH reported in P. (81964 - 80066 = 1898)

R: The amount of money owed on this month's electrical service bill.

S: This is the meter number read to compute this customer's bill.

T: This bill is for electrical service from February 11 to March 11, 1988.

U: The company must receive payment by this date or the bill will be considered overdue.

V: The address and the phone number of the company is listed here in case you need to get in touch with them.

W: Keep this part of the bill for your home budget records.

## INFORMATION SHEET 4 - BILL READING AND PAYING
## PARTS OF A CREDIT CARD BILL

A: The account number should be written on payment checks and on any letters written to this company.

B: Tear this top part off and send it in with the payment.

C: This is the name of the company.

D: This lists all the charges and payments made during this billing period.

E: The smallest amount which should be paid for this bill is $25.00.

F: If any charges from previous months have not been paid they will be listed here.

G: The payment for this bill should be received by this company by March 28, 1988.

H: The total owed to the company is $110.00.

I: This is the account number for the person who uses this credit card.

J: In the space after the $, the person paying the bill should write in the amount of the payment being sent to the company.

K: Checking this box will let the company know that your records must be changed. Notify your credit card companies as soon as possible about address changes. If bills are sent to old addresses and then forwarded to your new address, you might not receive the bill until after the due date. This will cause you to have a poor credit payment record. It is your responsibility to send your new address in time for bills to be changed.

L: This is the address to which payment on this bill should be sent.

M: This is a number used by the company's computer records.

N: Tear the lower part off and keep it with your home budget records.

O: The name and address of the person owning this credit card.

P: The numbers in this column are the numbers that Plastic Mondy Credit Card Company will use to record this transaction.

Q: Dates listed in this column tell when each transaction ( or business dealing) was made.

R: Dates listed in this column tell when the notice of a charge or a payment was received by the company.

S: This column describes each transaction.

T: All charges made on this credit card during this month will be listed in this column.

U: All credits (payments) for this account will be listed in this column. If you overpaid on the previous month's bill the amount over the actual bill amount will be listed here. If you returned an item which was purchased with this credit card, the store might give you the money the item cost, which means you will still have to pay the credit card company back, or the store may "credit your account" meaning that the amount that the item cost will be in the credit column and will be subtracted from your bill.

V: The total of all charges for the month.

W: The total of all credits for the month.

X: The total amount owed on last month's bill.

Y: The charges made during this month.

Z: The payments made on last month's bill and any other payments you may have sent in during this month.

A2: Any credits during this month.

B2: The money charged by the company on any money still owed from last month.

C2: Any other charges made to your account by the credit card company.

D2: The balance (money owed) for this bill.

E2: The last day that charges were made to this month's bill. Any charges made after March 3, 1988 will on next month's bill.

F2: The payment for this bill should be received by the company by March 28 1988.

G2: This customer can make charges up to the total amount of $5000.00. The balance of the account cannot go over $5000.00.

H2: This customer could charge up to $4,890 more on this credit card.

I2: For this account, this number would be any balance over $5000.00

J2: Any amount still owed from last month's bill.

K2: The smallest amount which should be paid on this bill.

L2: The number of days during which charges and credits were included in this bill.

M2: The daily finance charge rate

N2: The average daily balance.

02: The total monthly charge for use of Plastic Money Credit Card Company's money. Finance charge is only added to the money not paid off last month. For instance, if this customer had paid only the minimum payment last month instead of the total owed, a finance charge on the amount still owed after the minimum payment had been made would have been added to this bill.

P2: The anual percentage rate on this credit card is 13.5%

Q2: This is the number a customer can call if they have questions or comments about their bills.

## HOMEWORK - BILL READING AND PAYING

### USE THE WATER BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. What is the prompt pay due date ? _____

2. What time period does this bill cover ? _____

3. How much was sewer service ? _____

4. How much will you save by paying the prompt pay amount ? _____

5. If you have a water service emergency, what number should you call ?_____

### USE THE ELECTRIC BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. Do you return the upper portion or the lower portion of this bill with your payment?_____

2. If you put your check in the mail on April 4 will it be an on-time payment ?_____

3. How much should your past due date remittance for this bill be ?_____

4. Is this bill based on residential or commerical rate ?_____

5. What was the beginning meter reading for this bill ?_____

### USE THE CREDIT CARD BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS

1. What is the smallest payment amount listed ?_____

2. How much should you write your check for if you want to pay all you owe to Plastic Money ?_____

3. How many transactions are listed on this month's bill ?_____

4. If you pay $50.00 on this bill, you will be charged a finance charge on what amount ?_____

5. What was last month's balance ?_____159_____

## HOMEWORK - BILL READING AND PAYING

### USE THE WATER BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. What is the prompt pay due date ? **4-5-88**

2. What time period does this bill cover ? **27 DAYS**

3. How much was sewer service ? **$15.86**

4. How much will you save by paying the prompt pay amount ? **$1.58**

5. If you have a water service emergency, what number should you call ? **744-5005**

### USE THE ELECTRIC BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. Do you return the upper portion or the lower portion of this bill with your payment?**UPPER**

2. If you put your check in the mail on April 4 will it be an on-time payment ? **NO**

3. How much should your past due date remittance for this bill be ? **$94.10**

4. Is this bill based on residential or commerical rate ? **RESIDENTIAL**

5. What was the beginning meter reading for this bill ? **80066**

### USE THE CREDIT CARD BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS

1. What is the smallest payment amount listed ? **$25.00**

2. How much should you write your check for if you want to pay all you owe to Plastic Money ? **$110.19**

3. How many transactions are listed on this month's bill ? **2**

4. If you pay $50.00 on this bill, you will be charged a finance charge on what amount ? **$60.19**

5. What was last month's balance ? **$152.70**

## INFORMATION SHEET 5 - BILL READING AND PAYING HINTS FROM UTILITY COMPANY CUSTOMER SERVICE WORKERS

1. Open and read your bill as soon as you get it in the mail so that you can arrange to pay the bill by the due date.

2. Utility bills can be paid at substations in the community. These payment substations are located in some food stores and at some department stores. These substations usually have a hndling charge. For example, Sears charges 50¢ for each bill they handle. They will only take bill payment if it is on time. They do not accept overdue or late payments.

3. A good payment rating on utility bills can be very helpful to you. If you move and need to start-up new utilities, the new company will check your past utility record. If it is good, they may let you begin your new service without a deposit. So paying your bills on time not only saves you money through the prompt-pay discount, but it can also save future deposit payments.

4. Non-payment of utility bills will result in the company discontinuing (stopping) service to your house. That means no more electricity, or water, or gas (whichever bill was not paid). When you do pay the bill so that you can get service again, you also have to pay a hook-up charge. When you are short on money this can really be a problem. Speaking of short on money. . . .

5. What should you do if you can't pay all of your bill? The customer service people all said the same thing --- Call Us ! They would much rather help you set up an extended payment plan than lose the money you owe them.

## A QUICK LESSON IN READING YOUR ELECTRIC METER

Some people think reading an electric meter is complicated. But if you'd like to keep your own records of electric usage, it's actually easy to do.

To begin with, you read the dials backwards. In other words, from right to left.

In the example, you start at the right dial, where the pointer is on "2." The next dial reads "9"–not "0"–because you always write down the number the pointer has just passed, not the one that it is moving towards.

Reading all the dials in the example, the end result is "17592." You'll notice that, even though the meter is initially read backwards, it's written as the dials are lined up.

This reading would represent the total kilowatt-hours registered on the meter. To determine usage, you would subtract the previous month's reading from this number.

Reading your electric meter on a monthly basis can help you verify your bill, and check on your energy saving efforts.

## POST-TEST BILL READING AND PAYING

**MATCH THESE DEFINITIONS AND TERMS**

A. separate or tear off

B. the charge on a credit card for unpaid balances

C. money that has been paid on a bill

D. written communication

E. questions

F. the amount of money a company charges to supply a service

G. on time

H. the period of time on a bill between which all charges are made

I. a part

J. rates charged by utility companies for places people live

K. stop

L. the smallest amount of payment listed on a bill

M. the total amount of money owed on a bill

N. payment

O. doing business with a company

D 1. correspondence

N 2. remittance

B 3. finance charge

H 4. billing period

F 5. service charge

L 6. minimum payment

A 7. detach

O 8. transaction

I 9. portion

M 10. balance

J 11. residential

E 12. inquiries

K 13. discontinue

C 14. credits

G 15. prompt

**FILL IN THE BLANKS**

16. Name 2 ways paying bills on time can help you.
    1. SAVE MONEY BY PAYING, SMALLER PROMPT PAY AMOUNT
    2. MIGHT SAVE A UTILITY DEPOSIT AT YOUR NEXT ADDRESS

17. What must you do to get utility service started again if it has been stopped?
    PAY OVERDUE AMOUNT PLUS START-UP CHARGE

18. List 3 places to pay a utility bill

1. by mail
2. at a substation
3. utility company office (during business hours)

**USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:**

19. If you mail payment for your water bill on April 5, what amount should you make your check out for ? $32.57

20. What was A. Student charged for water ? $7.57

21. What is the measurement of electricity used on this bill ? KWH

22. What are the dates included in this electric bill ? FEB. 11 - MAR. 11

23. On the Plastic Money Credit Card Company bill, what is the total amount owed ? $110.19

24. What is the interest rate charged on this credit card bill ? 13.5%

25. How much money is Plastic Money willing to loan A. Student ? $5,000.00

## TEACHER INFORMATION SHEET - APARTMENT RENTAL

**UNIT OBJECTIVE:** Upon completion of this unit, the learner should be able to match terms related to apartment rental to their definitions, define abbreviations used in newspaper ads, and list three considerations that should be made in selecting an apartment.

**UNIT DESCRIPTION:** This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction
Pre-Test

Tuesday: Students receive Information Sheet 1
Teacher walks through information sheet using transparency
Students receive/complete Activity 1

Wednesday: Review/correct Activity 1
Students receive Information Sheet 2
Assign Activity 2 as homework

Thursday: Review/correct Activity 2
Review/correct Pre-Test

Friday: Post-Test

**SUGGESTED INTRODUCTION TO UNIT:**
We are going to spend a few minutes each day this week talking about renting an apartment. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's apartment rental unit and let me know what you already know about apartment rental.

## PRE-TEST APARTMENT RENTAL

**DEFINE THESE TERMS:**

Efficiency-

Studio-

Flat-

Duplex-

4plex-

Lease-

Deposit-

Utilities-

Apartment locator-

**WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?**

rm-

bdrm-

hardwoods-

CH/A-

lg-

W/D-

WBFP-

**FILL IN THE BLANKS**

List 3 things you should consider before renting an apartment.

1. _____
2. _____
3. _____

— ANSWER SHEET —

**PRE-TEST APARTMENT RENTAL**

**DEFINE THESE TERMS:**

Efficiency-

Studio-

Flat-

Duplex-

4plex-

Lease-

Deposit-

Utilities-

Apartment locator-

USE INFORMATION SHEET 1, pg. 1 TRANSPARENCY

**WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?**

rm-

bdrm-

hardwoods-

CH/A-

lg-

W/D-

WBFP-

USE INFORMATION SHEET 1, pg. 2 TRANSPARENCY

**FILL IN THE BLANKS**

List 3 things you should consider before renting an apartment.

1. Who pays utility bills? – How are they figured?
2. Do you understand EVERYTHING in the lease?
3. Location of apartment (transportation availability and trip time to school or work)

## INFORMATION SHEET 1 APARTMENT RENTAL

**THESE ARE TERMS YOU WILL SEE AND HEAR USED WHEN LOOKING FOR AN APARTMENT:**

Efficiency-an apartment without a separate bedroom. The living area usually has a couch that converts to a bed.

Studio-an apartment with two floors (an upstairs and downstairs)

Flat-an apartment with only one floor

Duplex-one building that contains two separate apartments who share one wall

4plex-one building that contains four separate apartments

Lease-The contract that tells what conditions the renter of an apartment must meet. The lease lists the amount of monthly rent, specific things that will not be allowed (example: pets), how many months the renter has agreed to rent the apartment, and any other conditions set by the owner.

Deposit-The amount of money a person must pay before moving into an apartment. In some cases, the deposit will be returned after the lease is over. This is always dependent on conditions of the lease being met.

Utilities-Services usually offered by public companies, such as, water, power (electricity and sometimes gas), sanitation, and phone.

Apartment locators-companies that help people find apartments. They have information about location, type, and price. This service is usually free to persons looking for an apartment. The apartment owners pay the locator service. However, ask if there is a fee for this service before you choose a company.

Classifieds-the section of newspapers and magazines in which to look for listings of apartments for rent.

Apartment complex- a whole group of apartment buildings at one place and under the same management

**THESE ARE ABBREVIATION AND TERMS YOU WILL SEE USED IN ADVERTISEMENTS FOR APARTMENTS FOR RENT:**

rm- room

bdrm- bedroom

2/2 or 2/1- the numbers may change, but usually these numbers with slashes mean the number of bedrooms and the number of bathrooms. For example, 2/1 means an apartment with two bedrooms and one bathroom.

CH/A- central heating and airconditioning

lg.- large

WBFP- wood burning fire place

apt.- apartment

hardwoods- hardwood floors

minis- mini blinds on the windows

W/D- washer and dryer (sometimes this means that each apartment has washer and dryers and sometimes it means that the apartment complex has a laundry room)

+ electric- if you see this after the amount of rent, for example, $350 + electric, it means that you pay monthly rent of $350 plus you pay your own monthly electric bill. Sometimes you will see this in an advertisement as just +. For example, $350+ would mean a rent payment of $350 plus utilities.

## ACTIVITY SHEET 1 APARTMENT RENTAL

**MATCH THESE DEFINITIONS AND TERMS:**

1. An apartment without a separate bedroom ____ a. studio
2. A contract listing the conditions for renting an apartment _____ b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment _____ c. utilities
4. An apartment with only one floor _____ d. efficiency
5. One building containing two separate apartments which share a common wall _____ e. 4plex
6. One building containing four separate apartments _____ f. lease
7. An apartment with two floors (an upstairs and a downstairs) _____ g. deposit
8. A company that helps people find the kind of apartment they would like to rent _____ h. apartment locator
9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. _____ i. flat

**HOW WOULD THESE TERMS BE ABBREVIATED IN NEWPAPER ADS ?**

10. apartment _____
11. large _____
12. central heating and airconditioning _____
13. room _____
14. 2 bedrooms and 1 bathroom _____

15. wood burning fireplace _____

16. washer and dryer _____

**WHAT DO THESE APARTMENT TERMS MEAN ?**

17. minis _____

18. hardwoods_____

19. $275 +electric_____

20. 6 month lease_____

## ACTIVITY SHEET 1 APARTMENT RENTAL

**MATCH THESE DEFINITIONS AND TERMS:**

1. An apartment without a separate bedroom — 7 a. studio
2. A contract listing the conditions for renting an apartment — 5 b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment — 9 c. utilities
4. An apartment with only one floor — 1 d. efficiency
5. One building containing two separate apartments which share a common wall — 6 e. 4plex
6. One building containing four separate apartments — 2 f. lease
7. An apartment with two floors (an upstairs and a downstairs) — 3 g. deposit
8. A company that helps people find the kind of apartment they would like to rent — 8 h. apartment locator
9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. — 4 i. flat

**HOW WOULD THESE TERMS BE ABBREVIATED IN NEWPAPER ADS ?**

10. apartment apt.
11. large lg.
12. central heating and airconditioning CH/A
13. room rm.
14. 2 bedrooms and 1 bathroom 2/1

15. wood burning fireplace WBFP

16. washer and dryer W/D

**WHAT DO THESE APARTMENT TERMS MEAN ?**

17. minis mini blinds on the windows

18. hardwoods hardwood floors

19. $275 +electric you pay $275 monthly rent and you pay the electric bill

20. 6 month lease a contract to rent an apartment for 6 months

## INFORMATION SHEET 2 APARTMENT RENTAL

Take a practice drive from the apartment you'd like to rent, to your job or school - at the time you'll usually be making the trip. A trip that's "ok" during the weekend might be awful during the week at rush-hour time.

If your lease states that you must pay for any damages to the apartment at the time you move out, make certain that the condition of the apartment when you move in is recorded accurately.

Get renters' insurance that will cover theft and vandalism to your apartment.

Be sure to ask who pays utility bills and how the bills are figured. In some apartments there is only one electric meter, so the total bill for all the apartments is divided equally among the renters. In other apartments, each apartment has its own meter so each person pays his/her own bill. You have no control over how other people use electricity, but you can control your own bill by wise use of electricity.

Do not sign a lease until you understand everything in it. Take someone with you who does understand leases, or take a copy to someone you trust who can help you.

Remember that you will have to pay a deposit as well as the first months' rent before you can move into most apartments. Have this money saved and ready to pay before you go to sign a lease.

If you are going to have a roommate, decide how you are going to handle the lease. Can both of you sign, or just one of you ? Ask each apartment manager about this because the answer varies. Make certain you both agree on how rent will be divided, how bedrooms will be chosen, and how other bills will be divided. How much notice must you give each other if one of you decides to move out ? Try to answer as many of these kinds of questions ahead of time as you can.

## ACTIVITY SHEET 2 APARTMENT RENTAL

**ANSWER THE FOLLOWING QUESTIONS ABOUT THESE "APARTMENT FOR RENT" NEWSPAPER ADS:**

**Ad A:**

A nice efficiency to live in. Near downtown and bus.

1. Describe the kind of apartment this offers.

_____

_____

**Ad B:**

Nice 2/1, CH/A, locked parking $335 + electric

2. How many bedrooms does this apartment have? _____

3. What does CH/A mean ? _____

4. What does $335 + electric mean ?_____

_____

**Ad C:**

Spacious 1 bdrm, WBFP, W/D, pool and lg. closets

5. Write this ad without using abbreviations.

_____

_____

_____

_____

**Ad D:**

Lg. 2/1 in quiet, secure 4plex, hardwoods, ceiling fan, minis, free W/D, $500 +

6. What does 2/1 mean ? _____

7. What is a 4plex ? _____

_____

8. What are hardwoods ?_____

## ACTIVITY SHEET 2 APARTMENT RENTAL

**ANSWER THE FOLLOWING QUESTIONS ABOUT THESE "APARTMENT FOR RENT" NEWSPAPER ADS:**

**Ad A:**

A nice efficiency to live in. Near downtown and bus.

1. Describe the kind of apartment this offers.
   No separate bedroom

**Ad B:**

Nice 2/1, CH/A, locked parking $335 + electric

2. How many bedrooms does this apartment have? 2
3. What does CH/A mean ? central heating and air conditioning
4. What does $335 + electric mean ? monthly rent is $335 plus the electric bill for that month

**Ad C:**

Spacious 1 bdrm, WBFP, W/D, pool and lg. closets

5. Write this ad without using abbreviations.
   Spacious one bedroom, wood burning fireplace, washer and dryer, pool and large closets.

**Ad D:**

Lg. 2/1 in quiet, secure 4plex, hardwoods, ceiling fan, minis, free W/D, $500 +

6. What does 2/1 mean ? 2 bedrooms and 1 bathroom
7. What is a 4plex ? one building that contains 4 separate apartments
8. What are hardwoods ? hardwood floors



Apt 12 T

## POST-TEST APARTMENT RENTAL

**MATCH THESE DEFINITIONS AND TERMS:**

| | |
|---|---|
| 1. An apartment without a separate bedroom | ____ a. studio |
| 2. A contract listing the conditions for renting an apartment | _____ b. duplex |
| 3. The amount of money that must be paid by a renter before moving into an apartment | _____ c. utilities |
| 4. An apartment with only one floor | _____ d. efficiency |
| 5. One building containing two separate apartments which share a common wall | _____ e. 4plex |
| 6. One building containing four separate apartments | _____ f. lease |
| 7. An apartment with two floors (an upstairs and a downstairs) | _____ g. deposit |
| 8. A company that helps people find the kind of apartment they would like to rent | _____ h. apartment locator |
| 9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. | _____ i. flat |

**FILL IN THE BLANKS**

List 3 things you should consider before renting an apartment.

1. _____
2. _____
3. _____

**WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?**

rm-

bdrm-

hardwoods-

CH/A-

lg-

W/D-

WBFP-

## POST-TEST APARTMENT RENTAL

**MATCH THESE DEFINITIONS AND TERMS:**

| | |
|---|---|
| 1. An apartment without a separate bedroom | 7 a. studio |
| 2. A contract listing the conditions for renting an apartment | 5 b. duplex |
| 3. The amount of money that must be paid by a renter before moving into an apartment | 9 c. utilities |
| 4. An apartment with only one floor | 1 d. efficiency |
| 5. One building containing two separate apartments which share a common wall | 6 e. 4plex |
| 6. One building containing four separate apartments | 2 f. lease |
| 7. An apartment with two floors (an upstairs and a downstairs) | 3 g. deposit |
| 8. A company that helps people find the kind of apartment they would like to rent | 8 h. apartment locator |
| 9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. | 4 i. flat |

**FILL IN THE BLANKS**

List 3 things you should consider before renting an apartment.

1. Who pays utility bills? How are they figured?
2. Do you understand EVERYTHING in the lease?
3. Location of apartment (transportation availability and trip time to school or work)

**WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?**

rm- room

bdrm- bedroom

hardwoods- hardwood floors

CH/A- central heating and airconditioning

lg- large

W/D- washer and dryer

WBFP- wood burning fireplace